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THE
YEAR-BOOK OF EDUCATION

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KIDDLE AND SCHEM





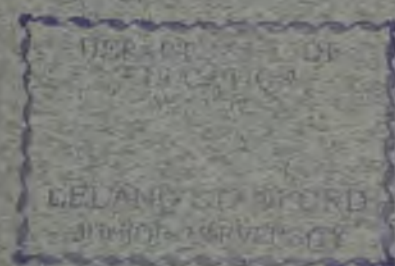
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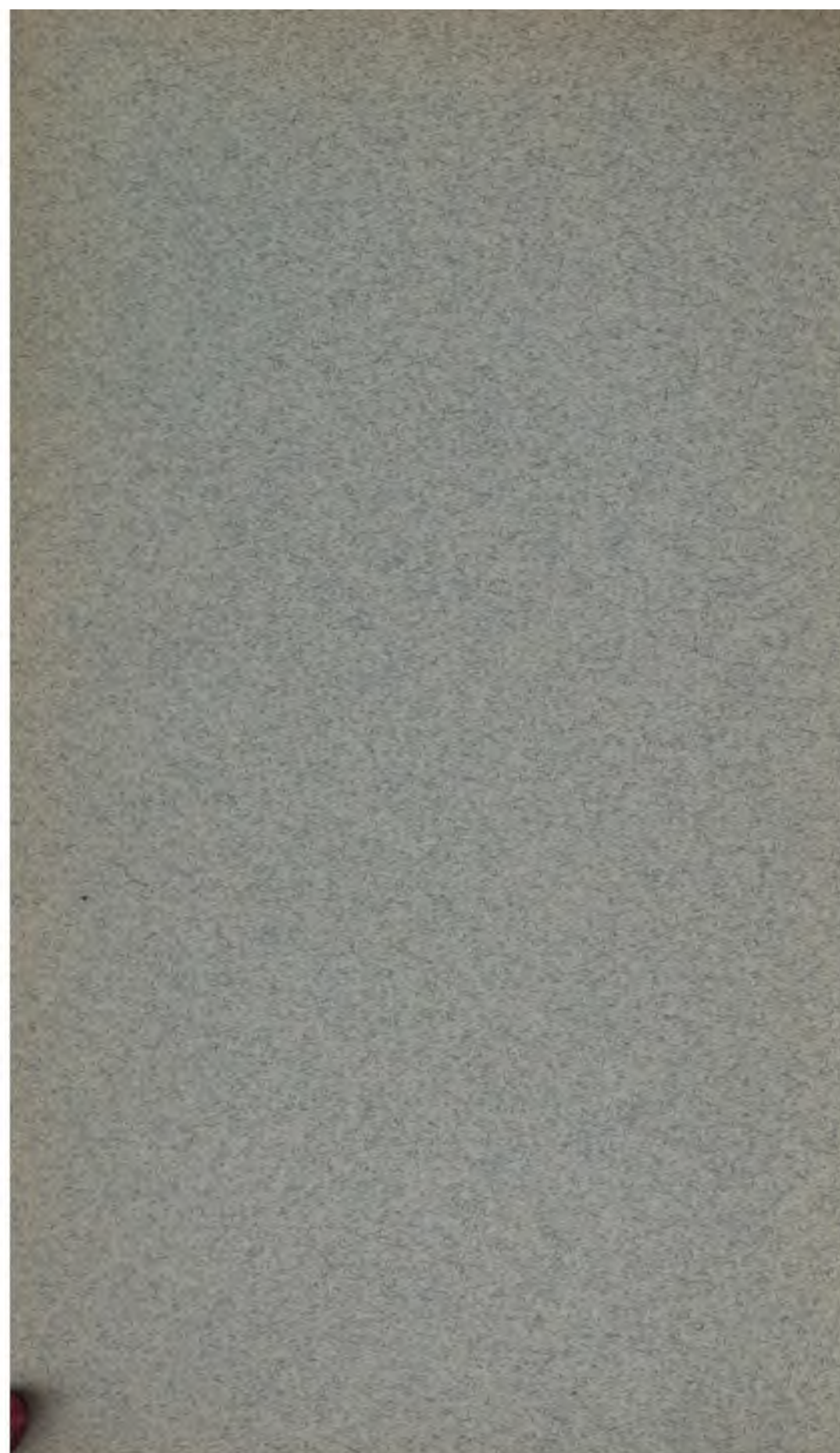
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THE
YEAR-BOOK OF EDUCATION
FOR 1878.

EDITED BY

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PREFACE.

The primary object of the *Year-Book of Education* is to supply a supplement to the *Cyclopædia of Education*, issued last year. It is obvious that every work of that kind needs to be continued, from time to time, in order to afford a full and correct presentation of the science and art of which it is intended to be the exponent; since, during each successive year, there is necessarily a considerable accumulation of fresh material, which should be embodied in its articles, particularly those of a statistical character, in order that they may furnish the reader with complete information upon each topic comprehended in the work.

The addition of this material in the form of a year-book fulfills two important conditions: (1) it completes the main work, so as to obviate the need of any considerable alteration of its pages; and (2) it shows, when compared with the *Cyclopædia* itself, the progress made, during each succeeding year in each department treated. In relation to the latter point, it may be expected to present a considerable amount of information of equal, if not superior, interest to that contained in the *Cyclopædia*; since it is the living questions and issues of the present which, in educational matters especially, attract and engage the attention of the public.

How widely the demand for the continuation of cyclopædias is felt, is clearly shown by the fact that the number of publishers of such works, both general and special, who provide for meeting this demand, is steadily increasing. The editors of the *Cyclopædia of Education*—a work which is already in the hands of many thousands of teachers and other educators, within a year after its publication—desire that those who read or consult it should have at hand a volume, or series of volumes, supplementing the information it contains; and they believe that this will be accomplished by the *Year-Book* now issued. They feel also that, in this manner, the value of the main work will not only be sustained but considerably enhanced.

There is, moreover, another consideration which has prompted this enterprise. While so many annuals, illustrating the advancement made in other departments of science, are now issued, it is exceedingly important that the yearly progress of education should not be left without its exponent. It is believed, therefore, that a work devoted to the record of the most memorable events in that interesting field of knowledge and effort, both in this country and among all the important nations of the world will not only prove attractive, but will meet an actual want, — filling a vacant place in the educational literature of every English-speaking people.

The scope of the *Year-Book* is intended to be as comprehensive as that of the *Cyclopædia*, embracing — though, of course, with no attempt at exhaustiveness, in any single year's issue — the principles and methods of pedagogics and school economy; the administration of the school systems of this and other countries; school legislation and statistics; and educational literature and biography, including notices of distinguished educators, and others prominently connected with education, deceased during the year. The character of the work as an annual publication involves, however, the necessity of giving to some of these departments a fuller treatment than to others; and, accordingly, the editors have endeavored especially to afford a complete record of the progress of education in the different states and territories of the Union, including the chief cities in each, and in the most important countries of the world, as well as an account of the educational proceedings and institutions of learning of all the principal religious denominations. In this have also been included brief accounts of the proceedings of important educational conventions and associations in this and other countries.

Among the subjects which have received special attention in this volume, as either widely discussed or particularly illustrating the drift of educational activity at the present time, are the co-education of the sexes, compulsory school attendance, denominational schools, social economy, pedagogic museums, the metric system, and school savings banks.

The department of *Educational Publications*, it is thought, will afford valuable information to practical educators. It contains notices of the most important text-books and other educational works, of which either the first or an improved edition has been issued during the year. In these, the editors have sought only to show the character and aim of each of the works noticed, and, as far as possible, in the language of the authors themselves.

The editors have been aided by a number of educational writers both at home and abroad, some of whom have contributed special articles, while others have afforded valuable information, among the latter of whom the editors take pleasure in expressing their acknowledgments to the many state and city superintendents by whom important statistical and other information has been promptly furnished.

In this connection, special attention is called to the valuable articles on education in Hungary and Italy, contributed, respectively, by Prof. LOUIS FELMEER, of the University of Kolossvár (Klausenburg) and Prof. VILLARI, of the High School of Florence.

The list of *Educational Institutions* which forms part of the Appendix has been prepared for a twofold reason: (1) In order to present a correct and reliable enumeration of private educational institutions, arranged geographically for convenience of reference, and (2) to enable the proprietors and principals of such establishments to present the claims of their schools to the public, in such words as they deem proper — an especial mention which it is obvious the editors, neither in the *Cyclopædia* nor the *Year-Book*, could be expected to make.

The readiness with which this method of announcement has been embraced, even in the short time intervening between the issue of the prospectus and the publication of the work, indicates that this department is destined to be a leading and valuable feature in succeeding volumes of the *Year-Book*.

The *Catalogue of Publications on Education and General Philology* here presented is the result of long and arduous labor on the part of the publisher, who has been forced to rely, in the absence of any previous compilation of a similar nature, upon his individual exertions and means of research. While, therefore, much care and time have been expended in preparing this list, the result is not nearly as complete or comprehensive as would have been the case had any available data existed. The publisher trusts however that, with the present catalogue as a guide, and with such additional material as he may be able to accumulate, or as may be suggested to him by those interested in the completeness and correctness of the list, all future issues of the *Year-Book* will contain an educational catalogue much more complete and exhaustive, and which cannot fail to prove of value to educators.

In conclusion, the editors would invite attention to the fact that no work in the English language, of so comprehensive a character has previously appeared; and it is hoped that the enterprise will receive the support of teachers, and all others connected with the cause of education.

It is especially to be borne in mind that the novelty of the enterprise, and the fact that there was no previous volume to serve as a guide to those furnishing information for this issue, have combined to delay the publication: and, as a result, the *Year-Book* for 1878 appears some two or three months later than either the editors or the publisher intended. It is, however, hoped that, this obstacle being now removed by the existence of the present volume the succeeding annual issues of the *Year-Book* will be ready much earlier in the year.

NEW YORK, May 1st, 1878.

A LIST OF THE PRINCIPAL CONTRIBUTORS TO THE YEAR-BOOK OF EDUCATION.

Prof. R. B. ANDERSON, University of Wisconsin. Denmark, Sweden and Norway.	Prof. FRANCIS A. MARCH, Lafayette College. Anglo-Saxon, Orthography.
J. E. BEATTIE, President, Bedford College. Disciples.	Miss ELIZABETH P. PEABODY, Cambridge, Mass. Froebel Societies (in part).
M. P. CAVERT, A. M., Rhinebeck, N. Y. New York (in part).	Rev. Dr. I. N. TARBOX, Boston, Mass. Congregationalists (in part).
Prof. LOUIS FELMER, University of Klausenburg. Hungary.	D. L. THOMPSON, Plainfield, N. J. Art Education, Kindergarten, Summer Schools, Social Economy,—and other articles.
J. W. HAWES, New York. England, Ireland, Scotland,—and other articles.	Prof. VILLARI, High School, Florence, Italy; and Member of the Supreme Council of Education, Italy.
W. H. LARRABEE, New York. Methodists,—and other religious denominations.	R. M. WYCKOFF, M. D., Brooklyn, N. Y. Medical Schools (in part).
Dr. T. BERRIEN LINDSLEY, Nashville, Tenn. Nashville.	
Mrs. MARY MANN, Cambridge, Mass. Marenholtz-Bülow (in EDUCATIONAL BIOGRAPHY).	



THE YEAR-BOOK OF EDUCATION.

AGRICULTURAL COLLEGES. For information in regard to this class of educational institutions, see under the titles of the different States; see also *Statistical Table*.

ALABAMA. The cause of education in this state received in 1876 a serious check from two sources: (1) a large decrease in the amount of the annual appropriation by the state, and (2) a change in the state constitution, by which the schools could not be opened till the spring of 1876, when one half of the school year had elapsed, including the winter season, when the school attendance is largest. For that year, however, complete returns were made to the state superintendent (J. M. McKleroy) from 51 counties, leaving the remaining 14, either wholly or in part, unreported. The chief provisions of the present school law—according to Circular issued by the Superintendent of Education (Leroy F. Box), Oct. 30., 1877—are the following:

(1) Public schools may be opened in any township at such time as may be most convenient to patrons; (2) "Every child between the ages of 7 and 21 years shall be entitled to admission into, and instruction in, any public school of its own race or color in the township in which he or she resides, or to any public school of its own race or color in the state"; (3) Trustees must contract with teachers to pay them, at the expiration of the scholastic year, a *pro rata* share of the township fund apportioned to the race for which they propose to teach; (4) No public school can be established for a shorter term than three months; (5) No public school with less than ten pupils of school age can be established, except with sixteenth section funds; (6) Children of one township may attend the public schools of any other township; (7) The public funds can be paid only to teachers of public schools; and (8) Public schools are such as are taught under contract with trustees. The following sections have special reference to the support of the schools:—

(1) "Each county in this state shall receive as school money all the poll tax collected in such county, and the school money thus received shall be its full distributive share of the aggregate poll tax collected in the state; (2) The tax assessors, while making their assessments in each year, shall note on the assessment list the township and range in which each person liable for poll tax resides, and he shall note the number of each race in the township liable to poll tax; (3) Each township or other school district shall be entitled to receive for the support of public schools therein, all the poll tax raised in and for such district, and the county superintendent of

education of each county shall see that the amount of poll tax paid by white persons shall be applied exclusively to the maintenance of schools for white pupils, and all paid by colored persons, exclusively for schools for colored pupils; and in his annual reports the county superintendent of education must show how much poll tax he has received since the last report for each race in each district of his county."

The present *superintendent of education* is Leroy F. Box. [Term from Nov. 23., 1876, to Nov. 23., 1878.]

The chief items of *school statistics* are the following:

Number of schools, white,.....	2061
" " " colored,.....	1027
Total.....	3,088
Average attendance of pupils.....	104,414
Number of teachers.....	3,771
Average length of school year.....	80 days,
Amount of available school fund.....	\$351,496.64
Total school expenditure.....	\$186,503.00

Normal Instruction.—There are three normal schools in the state; that at Florence, with 122 students, 65 belonging to the normal department; and two for colored teachers—at Marion and Huntsville, the former of which is not only a normal school, but is so liberally endowed by the state, and furnished with so competent a faculty as to afford to the colored race opportunities for acquiring a full collegiate education. The students number upward of 100, of whom 70 are in the normal department. The school at Huntsville contains about 75 normal students. There are also several normal classes at Talladega College, under the American Missionary Association.

Denominational and Parochial Schools.—Much activity has been shown by different religious denominations in providing instruction for the freedmen, the Catholics alone having established several schools in the state, in which colored children are educated free of expense.

Superior Instruction.—There are five collegiate institutions in the state: Howard College, the Southern University, Spring Hill College, Talladega College, and the University of Alabama; which, according to the latest returns, had about 50 instructors and 700 students, of whom 300 were of a collegiate grade. The total number of volumes in the libraries of these institutions is 15,500. Spring Hill College has a collegiate, a preparatory, and a commercial course. The last report of the U. S. Commissioner of Education contains returns from nine colleges for women, having together 83 instructors and

860 students, of whom 539 were of the collegiate grade. These institutions had 11,250 volumes in their libraries.

Scientific and Professional Instruction.—The State Agricultural and Mechanical College, in 1876—7, had 6 instructors, 104 students, and a library of about 3,500 volumes. The law department of the University of Alabama, in 1876—7, had 2 professors and 12 students; the theological department of Talladega College, 2 professors and 26 students; and the Medical College of Alabama, 9 professors and 60 students. During the year, the Southern Presbyterians have opened a theological institute at Tuscaloosa for the training of colored ministers.

ALASKA. In this, the most recent addition to the territory of the United States, education exists in only a rudimentary condition. The population of Alaska is estimated at 25,000; but as no territory has yet been organized there, no educational system has, of course, been legally established, though a desire for such a system has already made itself apparent. As usual, the first to enter the field, are the missionaries. The Presbyterian Board of Home Missions has opened two schools—one at Fort Wrangell, with an attendance of 60 or 70 pupils, who are principally adults; and another at Sitka. Still a third will shortly be opened at St. Paul, and the establishment of two others is in contemplation. The agent of the Board reports the desire of the natives for educational advantages to be very strong; and, in proof of it, cites the fact that one of the pupils of the Fort Wrangell school is a native chief, who had to travel several hundred miles to attend. While the agent was there, the natives subscribed \$100 for the building of a church and school-house. The prospect of success in the educational work there seems to be unusually promising, as the people are entirely self-supporting.

ALGERIA. The French governor general of this country makes every year an elaborate report of its progress to the home government. The last report published by General Chanzy, the present governor general, is for the year 1876, and has been very favorably received. It enumerates so many proofs of undoubted progress, that many who have been accustomed to look upon the French attempt to civilize Algeria as a failure, begin to change their opinion. The population of the colony continues to increase, its number being, in 1875, 2,465,407, against 2,416,225, in 1872. The European population and the naturalized Jews amounted to 322,792.

The report of General Chanzy gives a very favorable account of the condition of public instruction in Algeria in 1876, particularly in the primary schools, which are represented to be equal to those of any European country. Improvements are, however, needed in the middle and higher schools. The *medresas*, or schools attached to the mosques, have been remodeled in conformity with the French plan; and French teachers have been provided for classes in his-

tory, geography, arithmetic, and the elements of the law. The introduction of the French language and of French ideas is constantly kept in view in the system of instruction. Many Mussulmans are sending their children to the French elementary schools, and some of the wealthier ones to French lyceums and colleges. With the view of making the two races more homogeneous, the French officers are encouraged to learn the Algerian languages, and prizes have been instituted to further this object. The present number of primary schools in Algeria is 591, of which 489 are public schools, and 102, free schools. They are attended by 41,447 pupils, of whom 19,896 are French, 1,631 Mussulmans, and the rest foreigners and Jews. The colony has, besides, 151 *salles d'asile*, which have received 15,002 children.

ANGLO-SAXON. The Bureau of Education of the United States, the Hon. John Eaton (Commissioner, desiring to gather information respecting the study of Anglo-Saxon in the colleges of the United States, issued a circular, inquiring of each whether any instruction is given in it, by what professor, to which classes, in how many lectures and how many recitations, what authors are read, whether attendance is elective or compulsory, and when the study was introduced. The circular also invited the communication of any additional facts about the history of the study, the mode of teaching it, and the acceptance and influence of it in the college. A summary of the information contained in the answers to the circular is given in a paper on *The Study of Anglo-Saxon* included in the Report of the Commissioner for 1877. It appears from this that 23 of our leading colleges study Anglo-Saxon as they study other languages, reading more or less of it. Eight more claim to study it incidentally in their course of English literature. Of those who do not study it, nine couple the statement of that fact with some expression of regret or anticipation. The University of Michigan and Dartmouth College, N. H., are "sorry to say that the study is not pursued at all." Princeton College, N. J., Vanderbilt University, and the Central University, at Richmond, Ky., propose to introduce it. The Chancellor of the University of Georgia says that "the study is more important than that of any modern language." Only sixteen of those returning answers are content with simply stating that they do not study Anglo-Saxon.—In the University of Virginia, it has been, from its organization, the duty of the professor of modern languages to give instruction in Anglo-Saxon. (See *Cycl. of Ed.*, article **ANGLO-SAXON**.) This language has, accordingly, been studied there since 1825. Prof. George Blatterman, Ph. D., gave the first course, and continued till 1840. Prof. Charles Kraitsir, Ph. D., gave instruction from 1841 to 1844. Prof. M. Schele De Vere, Ph. D., LL. D., has since filled this chair. Before Prof. Schele De Vere, the lectures had been given, according to Mr. Jefferson's plan, merely as a means of imparting English;

but they now take up the Science of Language and the history of the changes from Anglo-Saxon to English. Prof. De Vere's *Studies in English* is used as a text-book, together with March's *Anglo-Saxon Grammar*, Shute's Reader, and the Gospels. Thirty to forty lectures and recitations are given. They are elective, like all other instruction in this university. The highest number in a class has been 39; the lowest, 9; the whole number, over 600. Many of these have become teachers, several of them professors, and they have exerted considerable influence in favor of this study. Among them are mentioned Prof. J. L. Johnson, who has championed the study with great success in the University of Mississippi; and Prof. Ed. L. Joynes, late of Washington and Lee University, Va., now of Vanderbilt University, Tenn. — The following is one of Prof. De Vere's examination papers in Anglo-Saxon:

1. Translate into English Matthew, ch. vii, verses 13–27, literally, and explain every word (once) fully, giving case, gender, number, or person, tense, etc., its corresponding form in English and the intermediate changes.

2. Why and how is Anglo-Saxon an Aryan language? — why "analytical"? — what are the elements of modern English, in what proportion and with what effect upon ancient syntax, etc.? — what are the nearest relations among Continental idioms? — what the neighbors in England?

3. Give the (general) changes in letters from Anglo-Saxon to English — the causes and nature of such changes — their effect on modern orthography — the transposition of *r*.

4. Explain the peculiar forms of the Anglo-Saxon verb — the changes of the two infinitives, and of the participles into modern forms.

5. Explain and illustrate fully Grimm's Law.

6. The religions — and the historical literature of the Anglo-Saxons — their influence on English history in politics and in religion.

7. Analyze and explain fully: *Norfolk, Suffolk, Surrey, Witenagemote, earl, lord, heaven, church, alms, and king — bloody, brazen, righteous, irksome, reckless — I, whom, ye, and you — ten, twenty, second, hundred — knowing, went, done, known, born — fie and yes.*

Mr. Jefferson's plans for the University of Virginia attracted much attention, and it was very likely on their suggestion that the founders of Lafayette College (1826) gave Anglo-Saxon and English prominence in their proposed curriculum. The Lafayette course, which took its present shape in 1856, is described in the *Cyclopædia of Education*, art. ANGLO-SAXON. The following examination paper further illustrates it:

EXAMINATION ON CAEDMON.

1. Translate lines 154–182. Add explanatory notes.

2. Specify all nouns in the passage not of the first declension and regular, and give their declension.

3. Explain the origin of the Anglo-Saxon conjugations.

4. Specify all verbs in the passage not of the 6th conjugation. Explain *ea* in *weardh* (line 154), *æc* in *gesetmon* (155), *e*, *d*, and *on* in *trymedon* (159), *u* in *unigon* (160), *ed* in *gehaeged* (169), *ā* in *rād* (173), *t* in *leton*, giving the laws of phonetic change. Add an explanation of the letters of inflection in any other words you choose.

5. Give the derivation, with corresponding words in any other languages, and laws of letter change, of

eorla (154), *theōd* (158), *meare* (158), *gārās* (159), *sculfās* (164), *deor* (166), *nihum* (168), *gast* (169), *unipadās* (171), *mannā* (173), *gumena* (174), *cynig* (175), *cin-berge* (175), *Feond* (178), *eagum* (179), and any other words in the passage.

6. Give the syntax of *him* (154), *ættes* (165), *nihum* (168), *bogum* (171), *eagum* (179), *thrac-ices* (182), *theoden-holde* (182).

7. Explain any English inflections or idioms explicable by the Anglo-Saxon of this passage, and not before explained in this paper.

8. Give an account of the MS., of Caedmon, and the reasons for attributing these poems to him, and of the language in relation to the old Saxon, and the Heliand.

9. Discuss the literary merits of the poems, and their relation to Milton, and any other authors.

At Amherst College, Noah Webster, by occasional addresses, and Prof. W. C. Fowler, in his class instructions (1838–1843), drew the attention of the students to the study of this language. — In 1850, John S. Hart, LL. D., introduced Anglo-Saxon into the Philadelphia High School, of which he was the principal. — In 1851, it was introduced into Harvard College. The instruction in it is given by Prof. F. J. Child, Ph. D., whose title is Professor of Rhetoric and Oratory. A course of two years is given, elective for students of the three higher classes. There are two recitations a week the first year, and three the second. Sixteen to twenty are a good class for the first year, when they read March's *Anglo-Saxon Reader*. The second year, when the text-books are German, (HEYNE'S *Beowulf* and MÄTZNER'S *Altenglische Sprachproben*.) five or six would be a good class, and often there is none. In 1865, Anglo-Saxon was introduced into Columbian University, D. C., as an elective study, in the Senior year, during which two recitations a week are given by S. M. Shute, Professor of English Literature. Prof. Shute has published an Anglo-Saxon Manual. — In 1867, it was introduced into Haverford College, Pa., where the Sophomore class at first, and later the Junior class, study March's Grammar and Reader with the Professor of Latin and Greek, Thomas Chase, who gives similar instruction in all these languages. — In 1868, St. John's College, Maryland, re-organized by Henry Barnard, LL. D., afterwards the first Commissioner of the United States Bureau of Education, began the study under Prof. H. Corson, LL. D., and it has been continued since 1871 with much earnestness and efficiency by Prof. J. M. Garnett. — The study was begun the same year (1868) at Colby University, Maine. — In 1871, Prof. Corson went to Cornell University, N. Y., to a chair of Anglo-Saxon and English. He soon after published his valuable *Hand-Book of Anglo-Saxon and Early English*, (See *Cyclopædia of Education*, article ANGLO-SAXON). "Students in the School of Literature at Cornell are required, and others may elect, to devote to the study of Anglo-Saxon and Early English four recitations a week during two terms of the Freshman year, and three a week during two terms of the Sophomore year. They read a large part of Prof. Corson's Hand-Book. The class of 1875 numbered 32, of whom three elect the study from other schools, and ten are

'lady students.' 'The lady students,' Prof. Corson says, 'do the best.' — Most of the colleges not before mentioned have begun the study within the last four years. Several offer it this year for the first time. In the greater number of colleges the instruction is given by the professor of rhetoric and English literature, and is often more ornamental than instructive. Where a good professor of ancient languages gives it, as at Haverford and Central University, it will naturally be more thorough. At the University of Wisconsin, where Prof. Carpenter, author of an Anglo-Saxon Reader (see *Cycl. of Ed.*, art. ANGLO-SAXON) fills the chair of Logic and English Literature, the Anglo-Saxon course is connected with the German, as is also the case in Washington University, at St. Louis — an excellent method.

The report of the Commissioner of Education, after declaring that these returns show a great progress for any linguistic study to make in these days when the natural sciences are crowding everywhere and the time is all full in the old colleges, calls for more Anglo-Saxon scholars. The supply of professors is scant.

Prof. Child says, in his answer to the circular of the Bureau, that "Anglo-Saxon is utterly neglected in England — at present there is but one man in England that is known to know anything of it — and not extensively pursued anywhere in America. "The Germans," he adds, "cannot do their best for want of properly edited texts. Two or three American scholars devoted to Anglo-Saxon, would have a great field to distinguish themselves in, undisputed by Englishmen."

Since the circular was issued, the study has been begun at Princeton College, N. J., and the Central University, Ky., and in the classical course at Yale College, Ct., where it had before been given only in the Sheffield School and in the post-graduate courses. The fact has also been called out, that many academies and high schools study it, especially in the South.

Two new text-books have been published, *An Anglo-Saxon Reader*, in prose and verse, with grammatical introduction, notes, and glossary, by Henry Sweet, M. A., Oxford, and *A Book for the Beginner in Anglo-Saxon*, comprising a short grammar and some selections from the Gospels, by John Earle, M. A., Oxford. The latter has no glossary. — In Germany, two new periodicals largely devoted to this study have appeared, *Englische Studien*, edited by EUGEN KÖLBING (Heilbronn); and *Anglia, Zeitschrift für Englische Philologie*, edited by R. P. WUELCKER und MORITZ TRAUTMANN (Halle).

ARGENTINE REPUBLIC. This republic, one of the most flourishing in South America, continues to receive large additions to its population by immigration. The total population, according to the census of 1869, was 1,879,000; the aggregate number of immigrants from 1870 to 1876 exceeded 322,000, the majority of whom came from the countries of southwestern Europe. From the annual reports

published by the minister of public instruction, we are enabled to gather more information in regard to the progress of education in this than in almost any other South American state. From the report for 1874, we learn that the number of primary schools was 1,830, attended by 112,223 pupils, included in which were 14 night schools for adults, connected with the national colleges, and having 2,282 pupils. Of the day schools, 1,327 (705 for boys, 294 for girls, and 328 mixed) were public, with 85,672 pupils (51,338 males and 34,334 females); and 489 (167 for boys, 112 for girls, and 210 mixed) were private, with 24,269 pupils (13,341 males and 10,928 females). The census of 1876 showed that the number of schools had increased to 1,900, with 120,000 pupils. The cost of the public primary schools was \$1,515,148, of which \$257,262 came from the national treasury, and \$1,257,886 from the provincial treasuries (Buenos Ayres contributing \$914,746). For secondary instruction there are 14 national colleges one in each province. With those of Mendoza, Salta, and Tucuman are connected theoretiico-practical agricultural schools. These colleges with their connected special schools, in 1874 were attended by 1,808 pupils. The provincial and private establishments had 1,548 pupils; the University of Buenos Ayres, including its preparatory classes, 1,495; and the University of Cordova, 129. There are thus 4,980 persons receiving secondary and superior instruction. The University of Cordova has 14 professors, and comprises faculties of jurisprudence and of natural sciences, to which it has been determined to add one of medicine. The University of Buenos Ayres has 5 faculties and 68 professors. It receives an annual subsidy from the province of \$200,000. The national budget for 1876 contains \$1,318,099 for educational purposes, \$554,879 for the national colleges, \$23,436 for the adult evening schools, \$9,600 for the law schools of Tucuman and Concepcion del Uruguay, \$69,528 for the three agricultural schools, \$24,000 for the two schools of mines, \$493,776 for primary education, \$86,920 for the two normal schools of Parana and Tucuman, and \$55,969 for the University of Cordova. The necessary funds have also been granted for new seminaries for male and female teachers. Normal classes, attended by 5,000 pupils, had been added to the national colleges of Corrientes, San Luis, and Santiago del Estero. Normal schools have been established at Parana and Tucuman. Several teachers from the United States are employed in these institutions. A school of commerce had been opened in connection with the national college of Rosario. A military school has existed since 1869, to which boys not less than 11 years old, and possessing an elementary education, are admitted. Those who distinguish themselves during the first three years, are admitted as sub-lieutenants into the infantry and cavalry corps. Those who complete the five years' course, may enter the artillery and engineering corps as officers. The school has 75

pupils at government expense and 25 boarders. Regimental and battalion schools for the instruction of the soldiers are projected. There is a naval school on board of the war steamer Gen. Brown, in which youths who have chosen a naval career pass through a practical and theoretical course of five years. A school for sailors is about to be opened.—See RICHARD NAPP, *The Argentine Republic* (Buenos Ayres, 1876; written for the Philadelphia Centennial Exhibition).

ARITHMETIC. The methods adopted by American teachers in giving instruction in arithmetic are rapidly undergoing improvement. The old system of "ciphering" has become nearly if not quite obsolete; and the effort is now generally made to adapt the lessons and exercises to the actual mental status of the pupil at every stage of his progress from the very beginning of the course.—The text-books recently published, including new and improved editions of the older books, show decided progress in this direction. The treatment is simpler. There are fewer subdivisions, or *cases*; and many operations formerly taught by separate rules, are now performed by the pupil by the varied application of a single principle. Mental and written arithmetic are united, the one leading to the other, by an employment of the *developing method*.—In the first stages, the lessons are adapted to the immature condition of the pupil's mind, by the use of numbers sufficiently small to be fully comprehended. It is a great mistake to use such numbers as millions, billions, etc., in the early stages of the study.—The elementary study of arithmetic might be facilitated by the application of the more recent German methods, which fully recognize the relation which this branch of instruction holds to intellectual education in general, and the principle that, in its first steps, we must traverse only those fields that are familiar to childhood; that is, bring before the child's mind common objects, and associate with them the ideas of numbers, and with the latter the signs used for their representation. Thus, in the Leipsic Training School, for the first year's course in arithmetic, Grimm's *Fairy Tales* are used as a basis, as far as the persons, objects, and circumstances found therein, call out the employment of numbers, or lead to counting or enumeration. Many of the best teachers of Germany, as Grube, Kehr, and others, in the application of this principle, confine the instruction for some time to the numbers from 1 to 10.—Grube's method has met with considerable favor, not only in Germany, but in some parts of the United States. It treats each number separately, requiring the pupil to perform with it all the fundamental operations of addition, subtraction, multiplication, and division before advancing to the next. A complete account of this method may be found in the work of Grube, entitled *Leitfaden für das Rechnen in der Elementarschule*. We may illustrate by a lesson on the number 3:

Addition	{	1 1, 1 11;	1+1, 1+2.
		11 1;	2+1.
Subtraction	{	11 1, 1 11;	3—1, 3—2.
		1 1, 1;	2—1, 1—1.
Multiplicat'n	{	1, 11, 111;	1×1, 1×2, 1×3.
		11;	2×1.
		111;	3×1.
Division	{	1 1 1;	3÷1, i. e., three 1's.
		11 + 1;	3÷2, i. e., one 2 and 1 over.
		111;	3÷3, i. e., one 3

It will be obvious that the same kind of illustration may be given by means of the numeral frame.—In regard to this method, it is remarked by Dittes, in *Schule der Pädagogik* (Leipzig, 1876), "It does not seem practicable to introduce all the numbers from 1 to 10 at once to the mind of the beginner, as many educators, including Diesterweg and Henschel, do, because the numbers from 6 to 10 are too large to be fully grasped by the mind at so early an age. But it seems less proper to devote an entire lesson to 1, another to 2, and so on, without regard to the larger numbers. The best course seems to be to impress upon the child's mind the numbers from 1 to 5 by means of straight lines, or familiar objects, and then to practice them within these limits; in the same manner, to employ the numbers from 6 to 10, and then those from 11 to 20. Similar exercises may be used with the numbers above 20, as far as they may be found requisite, using objects for illustration when necessary. It is to be remarked, however, that all complicated or costly apparatus is entirely superfluous. Straight lines, dots or crosses, cubes, the fingers, windows, benches, and the children themselves, may be readily used for the purpose. When the numeral frame is used, care should be taken that the child see no more balls than are necessary to indicate the numbers used. Small sticks may be employed, each pupil holding ten, and performing with them the different operations of addition, subtraction, etc. This will interest the children more, because it will afford some scope for their activity; and, besides, the teacher will thus be enabled readily to perceive whether the children understand fully the operations to be performed. The theory of arithmetic should receive but little attention, since the main object is not to give a knowledge of rules, but the ability to conceive clearly the operations, and to perform them with rapidity. Explanations are needed to some extent: but, above all, continuous practice." For notices of recently published text-book on this subject, see PUBLICATIONS, EDUCATIONAL (in APPENDIX).

ARIZONA. — Though the school law in this territory had been in existence only about four years, the governor, in 1877, in his annual message, asserted that, at that time, every district in the territory, where there were sufficient children, was "supplied with a good free school." The number of children, also, who could read and write had, by the same authority, increased from 908, out of a school population of 2,508, to 1,474, out of a school population of 2,955 — an advance from 36 per cent to 50 per cent. In view of the very recent date at which the territory was settled, the sparseness of the population, and the want of easy means of communication, this result is considered especially gratifying. Though little in the way of educational progress would ordinarily be expected from a population of only a few thousand, scattered over such a vast extent of territory, the fact that, in 1876, a two-story brick school-house, capable of seating 200 pupils, was built in Prescott, at a cost of \$17,339.30, may be noted as proof that the cause of education is not retrograding in Arizona. Under such a condition of affairs, however, no provision for anything beyond a merely elementary education need be looked for. By the territorial law, the governor is *ex officio* superintendent of schools. The duties of the office are, therefore, discharged at present by Hon. John P. Hoyt.

The school statistics for the year ending December 31., 1876 are as follows:

Number of children of school age (6 to 21)	2,955
Number of children attending school.....	1,213
Number of children who can read and write	1,474
Number of schools.....	19
" " teachers, males.....	16
" " teachers, females.....	4
Total.....	20
Total valuation of school property.....	\$42,230.00
Total receipts for school purposes.....	\$31,448.84
Total expenditures for school purposes.....	\$28,744.44

ARKANSAS. The unhappy political dissensions, into which this state was thrown several years ago, and in which it continued for a considerable time, acted most disastrously upon the schools, by creating distrust as to the management of the school moneys, and, in this way, leading the people to refuse their contributions. The condition of the schools had so far degenerated in 1874, that the office of state superintendent was for the time abolished, its duties being temporarily intrusted to the secretary of state. In December, 1875, the office was restored, under the new constitution, and since that time a gradual improvement has been observed. The state superintendent, shortly after his election in 1875, said: "The districts generally are getting out of debt, and are resuming their schools, confidence is being restored to the people, and there is light ahead for the common school system." The same officer, writing in the autumn of 1877, says: "Our system is heartily supported by the governor and the leading men and women of the state. Our public schools at Little Rock, Fort Smith, and Helena, the largest cities in the state, are not surpassed. The

present summer, the press and people have agitated and advocated the public school question so largely, that we apprehend that there will be more schools supported by public tax during the next eighteen months, and more zeal and greater desire manifested for their success, than ever was had in the state in twice the length of time before." Finally, at the close of the year and after examining the various county reports he writes: "The increase in the number of schools, as compared with the preceding year, has been more than 10 per cent; with a corresponding increase in the amount of taxes voted, and children reported in the enumeration. So far as I am able to judge from the letters and reports of examiners and others, the public school system of the state is growing in favor all over the state."

The present state superintendent is the Rev George W. Hill, elected in 1875 by the legislature; and re-elected by popular vote in September, 1876.

[Mr. Hill was born in Laurens District (now County), South Carolina, Dec. 26., 1850. He was educated in the Southern University, Greenboro, Alabama, from which he obtained the degree of A. M. in 1871. After graduating, he entered the ministry of the M. E. Church South. He taught, as first assistant, in the high school at Camden, Ark., from 1872 to 1873; and was associate principal of Houston (Miss.) Male and Female High School from September 1. to December 15., 1875. He subsequently edited *The Spirit of Arkansas* and *The Saline County Digest*.

The latest report concerning the schools is that of 1876, which is very in complete from the fact that only 29 counties out of 60 made even partial returns to the state superintendent. The principal items of school statistics are as follows:

Number of children of school age (6 to 21)...	189,13
" enrolled in public schools.....	15,89
Teachers, males.....	329
" females.....	96
" sex not given.....	36

Total number of teachers.....	46
Number of school-houses.....	1,62
School receipts.....	\$344,07
School expenditures.....	\$119,40

Superior Instruction. — Arkansas has five institutions for superior instruction: Arkansas College, the Arkansas Industrial University, Cane Hill College, Judson University, and St John's College. These institutions, according to the latest returns, had, in all, 36 instructors and 564 students, of whom 159 were of the collegiate grade. Gen. D. H. Hill has succeeded Gen Bishop in the presidency of the Industrial University. — Judson University, at Judsonia White Co., 53 miles from Little Rock, is a new institution under Baptist control. It embraces a collegiate, a preparatory, a normal, and a business department. — Arkansas College, at Batesville, established in 1872, is under Presbyterian control. It admits both sexes.

Special Instruction. — The institutions of this class are the Arkansas Institute for the Education of the Blind, and the Arkansas Deaf Mute Institute, both at Little Rock. The latter institution owns 92 acres of land, besides other property valued at \$35,000.

ART EDUCATION. The movement for a systematic study of art in the schools of the United States, the importance of which has long been felt by many, though the need of it is, as yet, but dimly perceived by the masses, has still to content itself, except in the case of music, with only small beginnings. This is the natural result of three causes: (1) the necessary absorption of the energies of the people in the development of the material resources of the country; (2) the comparative suddenness of the demand for artistic work; and (3) the inaptitude, through want of appropriate instruction, of the educated young of the country. Of the first it may be said, that only during the last quarter of a century have the accumulation of wealth and a general condition of comfort in those portions of the country first settled been sufficient to permit that attention to the merely beautiful, as distinguished from the useful, which marks the existence of a settled community. The desire for the purely artistic, first felt in the older portions of the country, but rapidly extended to all sections, has been intensified, during the period mentioned, by the arrival of immigrants from Europe, where the study of art is more common and its objects more familiar. This desire was first and most powerfully felt in the department of music, the cultivation of which has spread over the country with a rapidity unprecedented. To the presence of this foreign element, also, must be attributed largely the second cause; namely, the suddenness of the demand. For, though music had been extensively cultivated for many years, especially in New England, its sphere was narrow, and its cultivation, generally speaking, was restricted to the simpler forms of church music. The extensive immigration of the last twenty-five years, however, has given new life to the study, and enabled this branch of art to outstrip all of its associates. The public and private schools of nearly every city and town now either include the study of music in their regular course, or use it as a part of their daily exercises. In other departments of art, the progress has been far less rapid; and in many, the artistic impulse may hardly be said to have an existence. And here, as might have been expected, the first awakening occurred in those branches which are connected with the useful. The manufacturing and mechanical interests of the country were the first to demand skilled designers, and the discovery was at once made that the schools of the country had furnished no preparation to their pupils to meet such demand. The course which had led to the deficiency thus made apparent, had, also, of necessity reacted, producing in the minds of the young a distaste, and even an ill concealed contempt, for all forms of mechanical labor, which nothing but stern necessity could overcome. Nine-tenths of the young men of the country, who had received anything more than the rudiments of an education, struggled to enter one or other of the learned professions, or accepted comparatively

menial positions as clerks. No sooner, however, was the want of native artists and designers felt, than measures were taken to supply it, and the movement thus begun in Massachusetts (1870) and New York (1875), is slowly making its way in other states. In the higher walks of art, our lack of native talent had been felt for many years by those engaged in supplying the esthetic wants of the wealthier classes, and recourse was had to foreign countries; but our deficiency in nearly all matters that pertain to art was made specially apparent at the Centennial Exhibition of 1876, where it was discovered that, with almost the single exception of music, in the few branches of pure or applied art in which we excelled, the result was due to the presence, in the higher departments of our studios, shops, and factories, of foreign workmen. (See *Cycl. of Ed. arts. ART-EDUCATION and DRAWING.*) In Massachusetts the patterns and designs supplied by a class in the Institute of Technology have been already used in factories; and the trustees of the Lowell Institute have arranged for a free course of instruction in practical design for manufacturers. The class is composed of pupils of both sexes, and is under the charge of a designer from the mills, who received his instruction in France. Within a short time the practical nature of the instruction will be increased by the application of the patterns and designs to the work of looms which are to be erected for the purpose. In addition to this exercise and the study of applied chemistry, it is intended to introduce as a special study the composition of color. At Vassar College, lectures on art are to be given during the coming year, to supplement the instruction heretofore given in music, drawing, and painting, each of which arts may now be pursued separately there, and proficiency in which is rewarded by a special certificate of graduation. Besides the facilities for the general study of art which are furnished in many of the older colleges of the country, classes are gradually being established in many for the study of such special branches as seem likely to repay the particular attention so given. Thus Princeton College and the Michigan University have each recently opened a school of architecture and applied design; and their example, it cannot be doubted, will soon be followed elsewhere. In the common schools, drawing, is gradually making its way, the need of it being chiefly felt in cities and towns which form industrial centers. — One of the most enthusiastic advocates of the introduction of mechanical art education into the common-school course is President Runkle of the Massachusetts Institute of Technology. At the National Educational Association held at Louisville, Ky., in August, 1877, and again at a meeting of the same association held in Washington in December of the same year, he lectured upon the subject, his lecture on the first occasion being upon the Russian system as applied in the institution over which he presides. The principle on which this system is based is thus described; "There

are certain general practices underlying construction that we may call arts. Now, we may teach these arts with or without teaching the constructions depending upon them. When we teach them without the constructions, we abandon the idea of the artisan; we abandon the idea of manufactories. Now, the Russian system does this, and teaches the arts just as we treat chemistry, in a laboratory; while, previous to 1868, the School of Technology at Moscow followed the apprenticeship system, in which the student learned the art only through the trade." (See *Addresses &c., of the National Educational Association*, Salem, O., 1877.) On that occasion, also, he gave an account of the operation of a "whittling-school" established as an experiment in Boston, about six years ago. The class was composed of uneducated boys taken promiscuously from the street, and the photographic designs on wood executed by these pupils and exhibited by him, furnished ample proof of the feasibility of such instruction in the common schools. Specimens of shop work from the Institute were also shown to prove that in this, as in every other field of human endeavor, thorough, systematic instruction is superior in its results to mere apprenticeship, in which little scope is left for creative ability, and perfection consists in a mechanical, unintelligent imitation of set models.

The Centennial Exhibition is now generally admitted to have been the cause of a great awakening on the part of the people of the United States to the importance of systematic instruction in art, and proofs of this are found in the opening of numerous institutions to promote such instruction in different parts of the country. For the general public this stimulus was shown in the opening of art academies, museums, and loan collections; while, in many cities and towns, it led to the engrafting of a special course of drawing upon the course of instruction adopted in the common schools. Though such a special course would materially assist the pupil in learning to write, the instruction has naturally been applied first to those branches of industry in which it would be more immediately remunerative, namely, to models for shop-work of various kinds and to patterns for mills. — See DRAWING, and TECHNICAL EDUCATION.

AUSTRALASIAN COLONIES. Of the British colonies those in Australia are rising in the scale of civilization more rapidly than any other. In 1877, the total population exceeded two and a half millions, the rate of increase being greater than in the United States. While in the United States the population increased during forty years (1830—70) from 12,870,000 to 38,560,000, or about 300 per cent, that of Australia and New Zealand rose during the same time from 300,000 to 2,000,000, or nearly 700 per cent. As the vastness of her resources makes it almost certain that the rapid movement of population toward Australia will continue for many years, and as English is now, and will be in future the only national language

of the colonies, Australia will be ere long one of the largest of English-speaking countries, and will materially aid in permanently establishing the ascendancy of English as the most widely spoken language of the world.

New educational acts have recently gone into operation in the colonies of *South Australia* and *Queensland*. In the former, the Central Board of Education has been abolished, and the administration of the educational system, in those schools which receive aid from the state has been put, by the act of 1875, into the hands of a council, with a staff of officers directly responsible to the minister of education. The act provides for the establishment of schools, wherever there is a certain number of children of school age who will pay a moderate fee for tuition. In addition to these fees, the teachers receive from the government salaries varying from £100 to £300 per annum. School-houses are to be provided, with the necessary educational material, and parts of rentals of public land are to be made every year for the benefit of the school. Practically, the instruction is secular; but a provision is made under which the Bible may be read, "without note or explanation," previous to the opening of the regular exercises for secular instruction. All children of school age are required to be under instruction until a certain standard of attainment, to be fixed by the council, is reached. Gratuitous instruction is given to children whose parents can show that they are not able to pay the school fees, but the payment of the fees may be enforced whenever inability to pay them has not been proved. Provision is also made for the establishment of model and training schools, and a board of advice, and for the systematic examination of teachers, and their classification according to attainments and proficiency, and for scholarships. Grants have been made by the parliament of a yearly sum of £60,000 toward the expenses of the educational department; of £60,000 for the erection of school buildings; and of one hundred and twenty thousand acres of the public land for school sites. — In *Queensland*, the new educational act, passed in January 1876, created a special department, called the Department of Public Instruction, which is under the control of the minister of education. The new system is in many respects identical with the old one. Education is free and secular, the children are expected to provide duplicate slates and text-books for home use, copy and exercise books, and minor requisites. Under certain conditions religious instruction may be given out of school hours. The primary schools include state schools, maintained wholly at the public expense, and provisional schools, partly supported by the public funds. The state also assists in the establishment and maintenance of higher schools. Whenever the inhabitants of any district raise £1000 for the establishment of a grammar school, the government adds double the amount; and if £250 a year is guaranteed for school fees, the government gives £500 a year for the

salaries of masters and for current expenses. An act to enforce attendance has been under consideration in the parliament of the colony of Victoria. It provides for the appointment of a number of officers to be known as attendance inspectors, whose duty it shall be to go from house to house in their respective districts, ascertain the number of children of school age, learn the reasons for absences from school, and summon the parents to answer in cases of neglect, or when no proper reason is given.

According to the report of the minister of public instruction in the colony of Victoria, for the year 1876-7, the estimated number of children of school age, *i. e.*, between the ages of 6 and 15, was 196,047. The number of scholars in attendance at private schools, was 28,938; at colleges, grammar schools, etc., 1,035; at reformatory schools, 219; and at industrial schools, 972; making a total of 31,164. The number of state and capitation schools in operation during the year 1876, was 1,498; the total number of children enrolled during the year, 231,560; the average attendance, 106,758. In order to ascertain as nearly as possible the number of children who during the year attended at more than one school, the teachers were instructed to inquire individually of each child present on a certain day, whether he had attended at any other school during the year; and the result showed that 16.2 per cent had attended at more than one school, or about 3½ per cent more than had hitherto been estimated. The number of children of school age who were not under instruction during the year, was estimated at 11,463. The cost for the instruction of each child in average attendance was £3, 14 s. 3 d. There are at present 308 school-districts, of which number 299 have constituted boards of advice. Truant officers have been sent to all the centers of population, with the view to prosecute parents who persistently neglect the education of their children; and of 158 prosecutions, 157 resulted in conviction. In June, 1877, the number of teachers employed in the state schools, exclusive of capitation schools, was as follows: head teachers, 1,325; assistants, 757; work mistresses, 529; pupil teachers, 965; total, 3,576. Two hundred and thirty public schools, and 54 private schools were reported in Queensland on the 18th of January, 1875, with 684 teachers, 33,643 pupils in the public schools, and an average attendance of 1,934 in the private schools. In the same year, 154 primary schools were in operation in *Tasmania*, with 282 teachers, 12,201 pupils, and an average attendance of 5,703. The total number of primary schools in *New South Wales*, in 1875, was 1,580, of which 1,036, including 131 denominational schools, were under the control of the Board of Education; and 544 were private schools. These schools employed 2,511 teachers, and gave instruction to 124,241 pupils.—The university of *New South Wales* or *Sydney* is governed by a chancellor and a senate, and in 1875, returned, 5 members and 48 students; St.

John's and St. Paul's (Roman Catholic) College and St. Andrews College, 7 masters and 26 students; and the *Sydney Grammar school*, 16 masters and 393 students. The *Melbourne University*, in *Victoria*, is an institution of high rank, possessing privileges equal to those of any university in the United Kingdom. Its government is vested in a chancellor, a council, and a senate. Its annual income is £14,516, of which £9,000 is from government grants. It was attended, in 1875, by 199 students, and reported in that year that 923 students had passed its examinations since 1855. The Presbyterians in *Victoria* have colleges at *Melbourne* and *Hamilton*. In *South Australia*, the *Adelaide University* has been established, with endowments thus far of £40,000. The Church of England maintains the collegiate school of St. Peter's and grammar schools at *Kooringa* and *Christ Church*. In *West Australia*, besides the public schools, there exist several Protestant schools for young women, and the Roman Catholics have educational institutions throughout the colony; some of which, coming within the provisions of the educational act of 1870, are assisted by the government. Exhibitions to one of the four superior schools of *Tasmania* may be obtained by pupils from the primary schools of the same colony upon passing a satisfactory examination. Thirty-two exhibitions have thus been granted. The degree of Associate of Arts is conferred by the council of education upon candidates who have attained the prescribed standard; and to these are opened the *Tasmanian* scholarships, of which two for £200 per annum, tenable for four years at a British university, are offered for competition every year.

Several Australian colonies are provided with special institutions and charitable foundations: in *New South Wales*, the Academy of Art and the Free Public Library, at *Sydney*, the *Australian Museum*, a large number of charitable institutions, and seventy one mechanics' institutes or public libraries. *South Australia* has 76 mechanics or similar institutes having libraries, the most important of which is the *South Australian Institute*. Institutions for the deaf and dumb, blind, insane, and other charitable objects, also exist. *Victoria* has 67 benevolent institutions, including those for the insane, the deaf and dumb, and blind, orphan asylums, hospitals, etc. *Queensland* has 17 institutions of art, one Miners' Institute, and 27 charitable institutions. A hospital for the insane and three general hospitals have been established in *Tasmania*. Ragged schools are supported at *Sydney*, in *New South Wales*, and *Hobart Town*, in *Tasmania*.

The latest reports from the Sunday-schools of all denominations place their number at 1,012 in *New South Wales*, 1,390 in *Victoria*, 525 in *South Australia*, and 112 in *Tasmania*, with, in all, 24,308 teachers, and 212,213 pupils.

The reports of the colony of *New Zealand*, for the 1st of January, 1876, gave 599 common schools, 4 grammar schools, and 182 private schools, with a total of 1,605 teachers and

53,476 children, and 49 native schools, with 89 teachers, and 1,401 children. An average of 57 per cent of the children between five and fifteen years of age attended the schools. The New Zealand University, at Dunedin, is empowered to confer the same degrees as the universities of Oxford and Cambridge. A high school has been established at Dunedin, and district grammar schools are provided in the chief centers of population of the Province of Otago. There is also a grammar school, or college, for higher education at Canterbury. One hundred and sixty one public libraries, mechanics' institutes, and literary institutes, were reported in 1874.

The *Fiji Islands*, a group of numerous islands lying between 15° 30' and 20° South latitude, and 178° West and 177° East longitude having a population of about 100,000 native Polynesians, and 2,600 whites, were annexed to the dominions of the British crown in 1874. Six-sevenths of the natives have been converted to Christianity within forty years, mainly through the efforts of the Wesleyan missionaries. The education of the white youth is most imperfect. National schools do not exist, and state aid is not given to denominational schools. A school at Levuka, the former capital, is attended by about 30 scholars. The native schools are conducted by the Wesleyan missionaries, who reported, in 1876, for the Fiji group and the small island of Rotumah, 1,363 day schools, with 2,490 teachers and 40,223 pupils, and 1,125

Sunday-schools, with 2,494 teachers and 33,000 scholars. A training school for the education of native preachers is supported in connection with the Wesleyan mission.

AUSTRIA. There is probably no count in Europe which has made during the last fifteen years greater progress in education than Austria. The remarkable defeat which the empire suffered in the war of 1866 was ascribed by many of the wisest Austrian statesmen, chief to its inferiority in education and intelligence, and the new school law of 1869 was framed for the purpose of making the education of the Austrian people as general and as thorough as that of the most highly enlightened nation. Especial reference being had to that of Prussia. From the complete and accurate school statistics of 1875, which the Austrian government has recently published, it appears that the state education in those provinces in which the German nationality prevails has already reached a high standard; that the Czechic province (Bohemia and Moravia) rank next; but that very much remains to be done in all the other. The following table, which contains a summary of the school statistics for 1875, with a statement of the present population (1877) and the numerical proportion of the leading nationalities of each province to its total population, will show at a glance the comparative progress of education among the different nationalities of the empire:—

CROWN LANDS.	Numerical strength of the leading nationality.	Population.	Children of school age.	Attendance.	Schools.	Teachers.
Lower Austria.....	Germans 90 %.....	2,000,000	278,153	257,830	1,370	4,751
Upper Austria.....	Germans 100 %.....	740,000	102,354	98,611	501	1,006
Salzburg.....	Germans 100 %.....	155,000	20,444	19,265	101	859
Styria.....	Germans 63 %.....	1,160,000	168,210	124,817	735	1,946
Carinthia.....	Germans 69 %.....	340,000	50,943	37,465	325	561
Carniola.....	Slovens 98 %.....	470,000	68,450	38,454	261	414
Trieste and territory.....	Slovens 42 %.....	130,000	17,809	11,211	48	306
Goritz and Gradiska.....	Italians 31 %.....	220,000	35,424	19,216	221	324
Istria.....	Croats 21 %.....	260,000	32,621	13,914	145	245
Tyrol.....	Germans 60 %.....	770,000	114,137	103,812	1,322	2,523
Vorarlberg.....	Germans 60 %.....	104,000	15,277	15,001	200	366
Bohemia.....	Czechs 60 %.....	5,200,000	891,461	787,419	4,500	9,456
Moravia.....	Czechs 71 %.....	2,020,000	334,383	299,091	1,968	3,626
Silesia.....	Germans 51 %.....	520,000	89,726	77,741	477	843
Galicia.....	Ruthenians 44 %.....	5,440,000	776,122	204,429	2,486	3,856
Bukovina.....	Ruthenians 40 %.....	512,000	75,630	13,345	185	256
Dalmatia.....	Roumanians 39 %.....	450,000	61,664	13,062	261	354
Total.....	Serbo-Croats 87 %.....	10,501,000	3,222,863	2,134,683	15,166	31,196

The report of the Statistical Central Commission of Vienna, from which the above figures are taken, illustrates the educational condition of the several provinces by an interesting map showing the numerical proportion of schools to the population in each school district of the empire. The most favorable results (one school for 600 inhabitants or less) are found in the greater part of the Tyrol and Vorarlberg, and in a few districts of Lower Austria, Bohemia, and Carinthia; while the remainder of the Tyrol has one school for every 600 to 800

inhabitants. Lower Austria has on the left bank of the Danube, one school for every 600—1,000 inhabitants; and on the right bank, one school for every 1,000—1,500 inhabitants. In Upper Austria, the valley of the Danube has one school for every 1,500—2,000 inhabitants while the mountains show a more favorable proportion. Salzburg is well supplied with schools. In Styria, this can be said only of the German living in the north-eastern corner and in the valley of the Mur; while among the Slovenes we find but one school for every 2,000—3,000 in

habitants. Carniola and the eastern half of Carinthia are in a condition only slightly better; while in the west of Carinthia a very fair proportion exists. In Istria, the schools are very few. In Bohemia, the least favorable proportion is found in the center, while an improvement is visible as we approach the border. In Moravia, there is no district that has more than 1,500 inhabitants to one school, while there are two districts which have only 800. In Galicia, the districts best provided with schools are in the center; while in the west there is but one school for every 4,000 inhabitants. The Bukovina is similarly situated. In Dalmatia, the best school districts are in the south, and the poorest in the north. The number of recruits, in 1875, who could write, varied from 984 in 1,000 in Lower Austria, and 943 in Silesia, to 39 in the Bukovina and 43 in Dalmatia. Of the total number of schools (15,166) 14,257 were public, 379 private, with the character of public schools, and 530 without this character. Since 1871, the number of public schools has increased by 442, and the private schools of the first class by 152; while the private schools of the second class have decreased by 202, — thus showing a total increase of 392. The increase since 1850 has been 3,382. The progress of education appears, however, still greater, if we look at the increase of classes. While the number of schools with only one class has decreased by 310 or 3 per cent, the number of schools with two classes has increased by 223 or 1.1 per cent; and in the other kinds of schools the increase has been in proportion. In regard to the language used in them, the schools were divided into 6,864 German, 3,820 Czechic, 1,141 Polish, 1,008 Ruthenian, 482 Slovenian, 222 Serbo-Croatian, 690 Italian, 13 Roumanian, 4 Hungarian, and 921 mixed. Those enumerated as mixed comprise schools in which two, three, and even four languages are used as the medium of instruction. Of the mixed schools, the Polish-Ruthenian and German-Slovenian are the most numerous; the former being 404 in number, the latter 192. There are 3 schools in each of which four languages are spoken; namely, Polish, German, Ruthenian, Roumanian. Of the total number of teachers 27,677 were in the public schools, 1,713 in the private schools of the first class, and 1,806 in the private schools of the second class. The number of males was 24,915, the number of females, 6,581. A great difference exists in regard to the salaries paid to the teachers in the different crown-lands; the amount varying from an average of 717 florins (1 florin = 48 cts.) in Lower Austria to 167 florins in the Tyrol. The number of pupils in the public schools was 2,050,808; in the private schools of the first class, 44,449; and in the private schools of the second class, 39,426 — in all, 2,134,683, an increase of 17.2 per cent since 1871. All the crown-lands showed an increase; the greatest, 36 per cent, being in the Bukovina, and the least, 1.7 per cent, in the Tyrol. Of the school population in 1875, which was 3,222,-

863, but 66.2 per cent was in the *Burgher* and *Volksschulen*. Of the remainder, 17,705 received home instruction, 76,688 were in private institutions, 17,887 in secondary and special schools, and 102,232 in the review schools. The number of secondary schools, including gymnasia, real gymnasia, real schools, and teachers' seminaries, in 1876, was 295, with 4,890 instructors and 67,808 students. The attendance at the seven universities in the summer semester of 1876 was as follows: Vienna, 3,581; Gratz, 802; Innsbruck, 570; Prague, 1,780; Lemberg, 875; Cracow, 542; and Czernowitz, 177 — in all, 8,327. Of this number, 6,875 were natives, and 1,452, foreigners, the greater part of the latter being Hungarians and Germans. The prevailing language among the students was German, 3,807 students using it; the next in order was the Czechic, with 1,450 students, followed by the Polish, with 1,225. There was less difference among the students in regard to their religion. Of the total number, 6,757 or 81.2 per cent were Roman Catholics, and 1,025, Israelites, while the remainder were divided among other denominations. Of special schools there was a great variety embracing commercial, agricultural, mining, industrial, female labor, nautical, and other schools. Their total number was 1,042; the number of instructors, 4,401; and the number of pupils, 60,497.

In Austria, as in most of the Continental countries, a serious want of teachers is making itself felt, although the teachers' seminaries are crowded, and the number of female instructors is constantly increasing. According to the official report there were, in 1875, 42 seminaries for males, with 567 instructors and 6,875 pupils; and 23 seminaries for females, with 312 instructors and 3,333 pupils. Dittes's *Pädagogischer Jahresbericht*, for 1876, says: "The crowded state of the Austrian seminaries is extraordinary, and, as all will admit, decidedly injurious. But, as the existing seminaries by no means satisfy the demand for teachers, their number will have to be increased, and even doubled, if Austria would reach a normal condition." The teachers generally go where they are best paid; and the want of teachers is, therefore, felt most in the poorest crown-lands—Dalmatia, Istria, Bukovina, Galicia, Carinthia, etc. But, even in the wealthier crown-lands, artificial means must be employed to obtain and retain teachers, as will be seen from the following extract from a ministerial report: "In some crown-lands, in which the public treasury cannot provide a sufficient number of new teachers, or in which a decided want of teachers occurs through emigration, the ministry permits those students in teachers' seminaries who are aided by the government to be required to bind themselves to teach at least six years in the public schools of that crown-land in which they were educated." This permission was granted in Bohemia, Moravia, and Silesia for three years, and in Carniola for six years.

The report of the district school counselor of Vienna, for the school-year 1876—7, states that

the necessity of compulsory attendance was being recognized more and more by the people. It states that more children attend schools in Vienna than are of school age. The reason for this is that many parents in the suburbs send their children to the city schools, which are attended even by some children from Hungary and Bohemia. In one school district (the first), no evasions of the compulsory education law occurred; while in some districts, particularly in those inhabited by factory people, the opposition to, and consequently the evasion of, the law was very extensive.

No general teachers' meeting for the empire has been held since 1874. But teachers' conferences and teachers' meetings are held annually in almost all of the crown-lands, while meetings of teachers are also held in the school-districts into which the crown-lands are divided. An important conference of the teachers of Lower Austria was held in Vienna in August. The most important subject discussed was a new school law. The principal changes proposed in this new law, were that compulsory school attendance should continue 8 years from the completed sixth year; that only in very exceptional cases should half-day schools be permitted; that the power to employ corporal punishment be restored; that incorrigible pupils be sent to correctional establishments; and that all parents interfering with the discipline of the school, or the orders of the teachers, be liable to punishment. The clause concerning corporal punishment created considerable dissatisfaction. The teachers' conference of Salzburg, which met in July, 1877, in considering the changes to the school law, also proposed the restoration of the clause permitting corporal punishment, because, in their opinion, it lowered the teacher in the eyes of the parents and pupils, while corporal punishment could never be employed as long as it was not directly named among the provisions for enforcing discipline.

The first general Catholic Congress which met in Vienna, in 1877, paid particular attention to education. In a series of resolutions which were adopted, the Congress declared that

"Catholics not only have the right, but are morally bound, to use all lawful means not only to eradicate the evils which result from a non-sectarian school system, but to do away with the school system itself; and to oppose the effort now being made for entrusting the administration of the entire school system to the state. Among the evils arising from the non-sectarian character of the schools are mentioned the following: (1) the appointment of teachers, without regard to their religious belief, for the instruction of Catholic children, even in religious matters; (2) the exclusion of the Catholic prayer and all Christian sentiments from the public schools; (3) the exclusion of all Catholic sermons from text- and reading-books; (4) the control of the schools by persons who are selected not only without any regard to their religious belief, but in whose selection the consideration of their religious character is intentionally excluded." The Congress further demanded that Catholics, everywhere, should endeavor to secure perfect liberty for themselves in establishing Catholic schools of all grades; to restore the Catholic character to schools that had been organized as such; to claim for Catholic parents the liberty of sending their children to Catholic schools, and to work for the removal of all influences which would tend to compel them send their children to non-sectarian schools. The Congress finally recommended several measures preparatory to the inauguration of a general movement, in behalf of a closer union among Catholics, and a stricter observance of Catholic forms and habits. — An official account of the Austrian periodicals in 1875 gives the number of "pedagogical, stenographic, and juvenile papers" as 69. — A full account of the official school statistics of 1875, is given in the *Statistisches Jahrbuch* for 1875, published by the Statistical Central Commission (Vienna, 1877). An interesting review of the present educational condition of Austria is given by Dittes in the *Pädagogischer Jahresbericht*, vol. 29. (Leipzig, 1877). (See the articles AUSTRIA and DITTES in the *Cycl. of Ed.*)

BAPTISTS. — Nine theological seminaries are supported by the regular Baptists in the United States, of which the Hamilton Seminary, at Hamilton, New York, is the oldest, it having been established in 1820. In 1876, it had 5 instructors and 33 students. The next in order of age is the institution of Newton Centre, Mass., which was established in 1825, and, in 1876, had 6 instructors and 64 students. The largest is the seminary at Rochester, N. Y., established in 1850, which, in 1876, had 7 instructors and 75 students. The Southern Baptist Theological Seminary, at Greenville, S. C., established in 1859, in 1876 returned 6 instructors and 60 students. The Bethel Colored

Theological School, at Russellville, Ky., was established in 1860, and has one instructor and 15 students. The other theological seminaries are the Western Institute at Georgetown, Ky., established in 1840; the Union Seminary, Chicago, Ill., established in 1867; Crozer Seminary, Upland, Pa., established in 1868, and the Verleman School of Theology, Louisville, Ky. The nine seminaries had, in 1876, a total of 425 students, with 64,500 volumes in their libraries, and endowment fund amounting to \$1,019,415.

A German professor is supported in the theological seminary at Rochester by the Eastern and Western German Baptist Conference

which are united for this and other purposes into the German *Bundes-Conferenz*, a body, which meets every three years.

The American Baptist Home Missionary Society supports seven schools for freedmen in the Southern States; namely, Maryland Seminary, Washington, D. C.; Richmond Institute, Richmond, Va.; Shaw Institute, Raleigh, N. C.; Benedict Institute, Columbia, S. C.; Augusta Institute, Augusta, Ga.; Nashville Institute, Nashville, Tenn.; and Leland Institute, New Orleans, La. These schools were all in successful operation in 1876—7, with 27 teachers, and an aggregate of 860 scholars. The grade of the schools is adjusted to the wants of the pupils, and is expected to rise with the general elevation of the colored race; but it has not been the ambition of the society to raise them "above the sphere of prevailing necessities."

The American Baptist Missionary Union sustains schools in connection with its missions to the Burmans, Shans, Karens, Assamese, Telugus, Chinese, and Japanese, as follows: Burman, Karen and Shan schools, 220 school houses, 6,352 scholars; in Assam, 40 boys' schools, with 698 pupils, 5 girls' schools, with 103 pupils; in the mission to the Telugus, 90 schools; in China, 72 pupils in boys' schools, 35 in girls' schools; in Japan, 2 schools. The Rangoon Baptist College at Rangoon, Burmah, had a total attendance, in 1876—7, of 109 students, but the highest attendance in any one month was only 90. The studies of the school are arranged into five general classes, besides the primary studies. Those of the first, or highest, class, consist of English grammar and analysis, with original illustrative examples; geography, topographical and political; geometry, with oral and black-board demonstrations; English reading, with spelling and dictation exercises; Burmese (*Æsop's fables*), with written and oral translation. The Karen Theological Seminary, at Rangoon, was conducted during most of 1876 by native teachers. The Rev. D. A. N. Smith took charge in 1876, when, in consequence of the prevalence of an epidemic the number of students in attendance had been reduced from 36 to about 20. The normal school of the Woman's Baptist Missionary Society, at Ongole, in the Telugu Mission, India, had, at the beginning of 1877, 59 scholars of from 12 to 15 years of age. A college is projected at Ongole, for which a building is in construction. The Telugu Theological Seminary is under the direction of the Rev. R. R. Williams, who is assisted by three native teachers. Of the schools connected with the missions of this society in Europe, definite statistics are given only of three, in Sweden, in which 1,667 scholars are reported.

A theological school is maintained in connection with the Southern Baptist Convention at Canton, China, which had, at the time the last report was made, an average attendance of about 14 students. Instruction was given in the New Testament, the historical books of the Old Testament, vocal music, ancient history and

church history, Jewish antiquities, and natural theology; and lectures were delivered on preaching.

The Ministerial Education Society of Canada, whose object is "to furnish means of instruction to young men for the Gospel Ministry," has an annual income of about \$5,500. The Baptists of Nova Scotia, New Brunswick, and Prince Edward Island support boards for the assistance of candidates for the ministry while pursuing their studies, or Ministerial Education Boards, in Nova Scotia and New Brunswick; and maintain Acadia College, with literary and theological departments, at Wolfville, N. S. They are making special efforts to add \$100,000 to the endowment funds of this institution. The Horton Collegiate Academy is a high school supported by the same churches.

The Baptists in Great Britain have 11 colleges; of which the oldest, that at Bristol, was founded in 1770. It had, in 1876, a president and theological tutor, a classical and mathematical tutor, an assistant theological tutor, and 23 students. Rawdon College, founded at Horton in 1804, had 2 teachers; Pontypool College, instituted at Abergavenny, in 1807, 2 teachers and 24 students, and returned a total number of 294 students from its foundation; Regents' Park College had 2 instructors, and 10 lay and 26 ministerial students, and had educated 270 ministers since its foundation; Haverfordwest College, instituted in 1839, had 2 instructors, 22 students, and 182 educated since its beginning; Chilwell College, near Nottingham, instituted in 1797, had 2 instructors and 13 students; and Llangollen, or North Wales College, instituted in 1862, had 2 instructors, 20 students, and 64 ministers educated from its beginning. The income of these seven institutions ranges from £861 for Chilwell College to £3,450 for Regents' Park College. The Theological Institution of Scotland, founded in 1856, with an income of £173, in 1876 had 2 instructors and 9 students. It holds a single term of two months during the summer, the students pursuing studies in a Scottish university during the winter months. The Manchester Baptist Theological Institution, founded in 1866, has 2 instructors, and 16 students. The Pastors' College, in connection with the Metropolitan Tabernacle, founded in 1856, has 6 instructors. The East End Training Institute for Home and Foreign Missions is devoted to the instruction of missionaries in Biblical knowledge, English branches, Greek of the New Testament, medical and scientific knowledge, and, when needful, modern languages. One hundred and twenty students have been received, of whom more than thirty have gone out as missionaries. Five students are aided by the trust of Dr. Ward, which was founded in 1754 for the education of young men for the ministry. The English Baptists have in connection with their colonial churches the Jamaica Baptist College at Kingston, with 22 students in the theological and normal schools, and 171 students in all the departments; and the

Bethel Seminary, a theological school in Sweden, which, in 1873-4, had 13 students. The board of education of the Baptist Union of England and Wales offers the Baptist ministers grants of £7 10s a year for the education of their children, or £15 if a boarding-school is selected, giving to the parent the privilege of selecting the school subject to the approval of the committee of the board. The board reported, at the autumn session of the Union (1877), that two hundred applications had been made to them for aid, of which 163 had been granted.

Seventh Day Baptists.—The Seventh Day Baptists, who agree with the other Baptists on the questions of Baptism and the Communion, but differ from them in observing the seventh day, or the true Biblical sabbath, have been established in the United States about two hundred years. The affairs of the denomination are controlled by a General Conference, which meets annually, and exercises a supervision over its educational and missionary enterprises. The Tract, Missionary, and Educational Societies, which formerly had the immediate direction of the work coming within their sphere, were united with the General Conference in 1867. The latter, on the occasion of the second centennial celebration of the organization of the Church, determined to raise a memorial fund for the endowment of institutions of learning and for kindred purposes, and appointed a board of trustees to take charge of the same, to which has since been given the charge of all affairs pertaining to the increase of the funds, and the efficiency of the educational interests of the denomination. This board reported to the General Conference in September 1877, that the total amount of assets held by itself and the institutions of the church, on account of the memorial fund, was \$60,015.15. The total amount of cash receipts for the year had been \$1,864.41. The Education Society made a report concerning Alfred University, New York, and Milton College, Wisconsin. The former institution had a total endowment fund for the collegiate and theological departments of \$95,746.10, and property, in grounds, buildings, library, cabinets, and apparatus fund, estimated to be worth \$147,463. Nineteen teachers were employed, and 381 students (211 young men, 170 young women) attended the institution during the year ending July 4th, 1877. The property of Milton College was valued at \$45,650. Seven teachers were employed, and 225 students (117 young men, 108 young women) attended the classes, and 9 students were graduated during the year. The report of the memorial board gives statistics of funds held on account of the Albion Academy, Wisconsin, Union Academy, Shiloh, N. J., Walworth Academy, Wisconsin, De Ruyter Institute, New York, schools in West Virginia, and funds for special professorships. Reports were made to the General Conference from fifty out of seventy-four Sabbath schools, to which blanks were sent, returning a total of 737 teachers and 4,177 scholars.

BELGIUM. The comparative tables published in the *Annuaire statistique de la Belgique* show that public instruction has made great progress in Belgium since the educational law of 1842 went into operation. Since 1866, no statistics have been gathered of the relative number of those who cannot read and write; but the statistics of that year exhibited a steady diminution in the ratio of illiterates, as the comparison was extended down so as to include the younger part of the population. Thus, while 51 per cent of the inhabitants of 35 years of age, and upwards, were recorded as illiterate, the proportion was 39 per cent for those between 22 and 35 years, 35 per cent for those between 14 and 22, and only 28 per cent for those between 8 and 14 years of age. Of the men drafted for the militia in 1876, there were 76.17 per cent who were able to read and write, against 51.4 per cent in 1847. The total number of primary schools (including public and private schools) has not increased greatly since 1851, and is in fact less in proportion to the population than it was in that year. The number, in 1851, was 5,520, or 1.23 schools to every thousand inhabitants; and, in 1875, it was 5,856, or 1.08 to every thousand inhabitants; but a great increase was shown in the number of children attending the schools, and in the proportion of children in the schools to the whole number of children in the kingdom. In 1851, out of a total of 708,200 children, there were 487,148, and in 1875, out of 864,500 children, 669,192 who attended the schools; and the number of children without instruction was reduced from 31 per cent of the whole, in 1851, to 23 per cent, in 1875. A noteworthy feature in the statement of the number of schools, is the great increase which has taken place in the number of communal schools at the expense of the aided schools and the schools free from inspection. While the entire number of schools is only 336 greater than it was in 1851, the number of communal schools has increased from 2,733 to 4,157, or 52 per cent; and the number of pupils registered in the same has increased from 284,137 to 486,168, or 70 per cent. About three-fourths of the children under instruction are registered in the communal schools, and 72 per cent of the whole number are taught gratuitously. Taking the proportion of teachers to scholars as a criterion, a still greater improvement has taken place in the character of the primary schools. The number of teachers, in 1875, was 7,537 against 3,540 in 1851, showing an increase of 106 per cent. In 1851, the average number of pupils in a school was 105, and each teacher had on an average 80 scholars in charge. In 1875, the average number of pupils was 117 to each school, and 67 to each teacher. During the same period as that embraced in the review of the primary schools, the number of *salles d'asile* increased from 406, with 24,102 children to 929, with 97,382, or 129 per cent in the number of schools, and 304 per cent in the number of children. The schools for adults reached their

greatest usefulness in 1869, when there were 2,620 such schools, with 217,168 scholars. In 1875, the number of schools was 2,615, and of scholars, 204,673. The total expense of sustaining the primary schools was, in 1843, 2,651,639 francs, 44 centimes; in 1851, 4,656,297 fr. 49 c.; in 1874, 19,320,087 fr. 43 c. The number of charitable and industrial schools and of children enrolled in the same, has fallen off more than one half since 1857, there being, in 1875, 430 such establishments, with 22,181 pupils, against 962 schools, with 44,401 pupils, in 1857. In 1875, the department of justice maintained in the hospitals, prisons, and almshouses 96 schools, in which were 6,353 pupils, showing an increase, since 1860, of 31 schools and 1,463 pupils. In 1875, the primary normal schools included 2 state schools, 5 primary normal classes, established in connection with the middle schools, and 30 (*écoles normales assistées*) aided schools, 22 of which were for the instruction of female teachers, and returned a total of 2,314 scholars and 8,845 graduates, reckoning from the organization of the schools. A considerable proportion of the teachers in the primary schools are, however, still without diplomas; and the complaint is made that the number of graduated teachers does not increase in proportion to the growth of the schools, nor is adequate to the number of teachers required. The state normal schools and the schools for male teachers generally show a decline in the number of students in later years; but the schools for female teachers show a slight increase in the number of attendants. Two laws were passed in 1876, one fixing the minimum compensation of teachers at 1,000 francs per annum, including contingent fees; the other providing for the settlement of a pension at the rate of one fifty-fifth for each year of the average compensation, including contingent fees which the teacher has enjoyed during the last five years of his service. The effect of this, it is hoped, will be to increase the number of persons who will prepare themselves to become teachers. The more general employment of female teachers is also proposed, and the success with which such teachers have been employed in England and in the United States, is cited as an argument in favor of the proposition.

The number of schools for secondary instruction, in 1875, was 169, and included 10 royal atheneums, 50 state middle schools, 31 communal establishments supported by the treasury, 3 exclusively communal establishments, 66 clerical schools, and 9 private schools. They are attended by a total of 18,438 scholars against 10,434 in 1860. Four normal schools (two of the lower and two of the higher grade) were attended by 49 students. The attendance at the universities, in 1875—6, was: University of Ghent, 221; Liege, 521; Brussels, 600; Louvain, 954 students; besides 901 students attending the various special and technical schools connected with the universities. The royal academy of fine arts, at Antwerp, in 1875, had 1,628

pupils. Several other academies and schools of design in the province had, in the same year, 9,992 pupils. The royal conservatories of music at Liege and Brussels had 1,281 pupils, besides which, 71 similar institutions in the kingdom returned 6,955 pupils. These schools all exhibit a growth since 1840, corresponding to that which has taken place in the primary schools.

BIBLE QUESTION. The agitation of this question has been continued in some localities during the year 1877. In Pontiac, Ill., the studying of a text-book by a Roman Catholic pupil during the reading of the Bible at the opening exercises of the school was made the occasion of a law-suit. This study of the text-book was in defiance of an express order of the board of directors, which provided that any pupil might, in obedience to his own wishes or the wishes of his parents, absent himself from the room during the reading of the Bible; but, if present at the time of such exercise, he must lay aside his book. The case was decided in favor of the board of directors, the court simply holding that the directors, under the law, had a right to dictate what books should be studied and used in the schools. — Toward the close of the year, public attention was again directed to this subject by the action of the New Haven school board, which passed a resolution dispensing with the reading of the Bible, though this reading had been the custom there for very many years. This case has provoked more than usual remark, (1) because the custom of opening the schools with the reading of the Bible has usually been supposed to be entrenched in the school systems of the New England states more strongly than in any others; and (2) because of the unexpected stand taken by certain directors when the vote was called—one Yale professor voting to dispense with the Bible as a school-book, and one Roman Catholic director voting to retain it. Considerable excitement followed this action of the board, a large meeting of those opposed to the dismissal of the Bible from the schools being held, a petition numerously signed by the citizens, asking its restoration, being presented to the board, and several ministers announcing their determination to preach upon the subject. President Woolsey used the following language in regard to it: "I question very much whether the formal reading by rote of the Bible in schools as a school-book does so much good as to be justly regarded as essential. The children are not generally in a state of mind to receive instruction from it. Its meaning cannot be explained where its style is archaic or the sense obscure beyond the comprehension of children. Still something valuable may be gained by the children through familiarity with the Gospels; and some influences, even from a perfunctory, formal treatment of this school exercise, may pass over into the child's future life. If any of the inhabitants of a school district should object to this for conscience' sake, I would grant every indulgence consistent with school order; for instance, I would allow a lesson from some

other book to be substituted in its place. To cling tenaciously to the reading of the Bible against a considerable minority in the school-district or the state, could be insisted on, I should think, only on the ground that this exercise is of vast importance for the moral and spiritual welfare of the children — which I am not prepared to admit."—Some, as the Rev. Dr. Patton of Chicago and the Rev. Dr. Spear of Brooklyn, advocate the discontinuance of all devotional exercises in public schools, as being contrary to justice, polity, and law. — In England, less sensitiveness seems to exist on this question. Not only is the use of the Bible generally acceptable, but it is even made a subject of study; and the London school board recently distributed four thousand Bibles as prizes to the pupils under their care for proficiency in the study of the Scriptures. Only one child in a thousand had been withdrawn from school by its parents on account of the religious instruction imparted; and out of 150,000 pupils, 80,000 had voluntarily presented themselves for examination in Scripture knowledge.

BIOGRAPHY, Educational. Under this general title, biographical sketches are given of persons distinguished as educators or educationists. This is intended both to enlarge and to continue the biographical department of the *Cyclopædia of Education*. Additions will be made to this list in each subsequent annual issue of the *Year-Book*, with the view to form gradually, by means of the *Cyclopædia* and *Year Book*, and the full and carefully prepared indexes to each, a complete dictionary of educational biography.

ADAMS, John, LL.D., an American teacher, born in Canterbury, Ct., in 1772; died in Jacksonville, Ill., in 1863. He graduated at Yale College in 1795; and for three years ensuing taught the academy in his native town, and subsequently several other similar institutions, being from 1810 to 1833, the principal of Phillips Academy, at Andover, Mass. He subsequently removed to Illinois, where he exerted himself to improve the school system, and was instrumental in organizing Sunday-schools in various parts of the State.

ALLEN, William Henry, LL.D., an American educator, born in Manchester, Me., March 27, 1808. He graduated from Bowdoin College in 1833, and immediately engaged in teaching at Cazenovia, N. Y. In 1836, he became principal of a high school at Augusta, Me., and the same year was made professor of natural philosophy and chemistry in Dickinson College, Carlisle, Pa., with which institution he remained connected twelve years, filling various positions, and finally, in 1847, becoming its acting president. In 1849, he accepted the presidency of Girard College, retaining that position thirteen years, at the end of which time, he was made president of the Agricultural College of Pennsylvania. In 1867, he became president of Girard College for the second time. President Allen's labors in the cause of education have been

both theoretical and practical, the leisure which has been spared him from the active duties of his profession as an educator, having been largely devoted to the preparation of reports, addresses, and articles for various periodicals, very many of which are upon educational subjects.

ANDERSON, Martin Brewer, LL.D., an American educator, born in Brunswick, Me., Feb., 12., 1815. He completed his education at Waterville College, Me., and shortly after became a tutor there. He was afterwards made professor, and continued to give instruction in various branches till 1850, when he severed his connection with the College and became editor of the "New York Recorder". Three years after, he was offered and accepted the presidency of the University of Rochester, where he has since remained. His ability and popularity as an educator have always been very great, and led, in 1868, to a tender to him of the presidency of Brown University at Providence, R. I. This offer, however, he did not accept. He has written much on the subject of education, but his articles have been principally contributions to newspapers and periodicals.

ANTHON, Charles, LL.D., an American scholar, author, and educator, born in New York in 1797; died there July 29., 1867. He graduated at Columbia College, and, in 1820, was appointed adjunct professor of languages there. In 1830, he became rector of the grammar school attached to the College, but re-entered the latter institution in 1835 as professor of ancient languages. Professor Anthon's peculiar work as an educator was limited to the field of the classics, his strong predilection for these studies leading him to abandon the law, for which he had qualified himself, and, to devote himself almost entirely to them. He edited a large number of classical works, including textbooks for schools and colleges; and his labors have made his name familiar to classical scholars, especially in this country and in England. His most valuable works, perhaps, are his *Classical Dictionary* (1841), and his *Dictionary of Greek and Roman Antiquities* (1843).

BANCROFT, George, the distinguished American historian, was born at Worcester, Mass., Oct. 3., 1800. After graduating at Harvard College, in 1817, he went to Germany, and entered the university of Göttingen, and in 1820 took the degree of Doctor of Philosophy. After spending some time in Berlin, and Heidelberg, he returned home in 1822, and served for one year as Greek tutor in Harvard University. In 1823, he opened the Round Hill School at Northampton in partnership with Dr. Joseph G. Cogswell. He subsequently devoted himself to political affairs, and to literary pursuits. While filling the office of secretary of the navy, he founded, in 1845, the naval academy at Annapolis. Through his influence, the Washington Observatory was aided by an important appropriation by Congress, and by the addition to its corps of instructors of several accomplished professors. He received the degree of Doctor of

Civil Law from Oxford University, England, in 1849; and, in 1868, that of *Doctor Juris* from the University of Bonn.

BECKER, *Karl Ferdinand*, a German grammarian, was born April 14., 1775, at Liser; died September 5., 1849, at Offenbach. He was for two years a teacher in a gymnasium in Hildesheim, subsequently studied medicine, and in 1823 established an educational institution at Offenbach, which he conducted until his death. Guided by his studies in the natural sciences, he regarded language, from an entirely new point of view, — as the manifestation of thought and as an organism, regulated according to strictly logical laws. He tried, in particular, to show that the diverse forms of language represent the various relations of thought, and that thus reasoning in the human mind finds its reflex in language. Grammar, in elementary schools, was, therefore, according to him, chiefly designed to train children in thinking, and thus to elevate the people to a higher level of culture. His views were fully explained in a number of works, of which the *Deutsche Sprachlehre* (1827), *Deutsche Grammatik* (1829), *Leitfaden für den Unterricht in der deutschen Sprachlehre* (1833, 8th edit., 1870), *Schulgrammatik* (1834, 10th edit. 1872), are the most prominent. One of the most enthusiastic followers of Becker was Wurst, whose elementary German grammar (*Sprachdenklehre*) found an immense circulation in German elementary schools, and for nearly 20 years, was very extensively used as the standard of grammatical teaching. Diesterweg also esteemed Becker highly, and adopted the fundamental ideas of his system, though he insisted that grammatical knowledge and systematic language lessons should be confined to what is demanded for practical use.

BEECHER, *Catharine Esther*, was born at East Hampton, L. I., September 6., 1800. In *Educational Reminiscences* (New York 1874), she tells in a charming manner the story of her life, interspersed with reflections which educators, especially teachers of girls, would do well to ponder. "It was my good fortune," she says, "to be born in humble circumstances, the eldest of thirteen children, all but two trained to maturity, and most of them in a good degree under my care, through infancy and childhood. My mother lived till I was fifteen, and she and her sisters taught me to read, write, and spell, with a few lessons in geography. They also gave me a little instruction in arithmetic, which was soon forgotten. They also taught me to sew neatly, to knit, to perform properly many kinds of domestic labor, and to aid in the care and training of the younger children." When only ten years of age, she was sent to a school for young ladies, where she says she was "incessantly busy in concocting or accomplishing plans for amusement." At the age of twenty-two, she commenced preparation to teach "the higher branches," then for the first time commencing the study of "the mystical performances in Daboll's arithmetic." She afterward compiled a book on this

subject, in regard to which Prof. Olmsted, of Yale College, wrote to her: "Your Arithmetic I have put into the hands of my children, giving it a decided preference over those in common use." In 1822, in partnership with her sister, she opened a school for young ladies in Hartford, Ct. In this school, her younger sister (afterward Mrs. H. B. Stowe) was a pupil. Here she continued ten years, during which period she made many improvements in the methods of teaching then in vogue, which she explained in a volume entitled *Suggestions on Education* (1830), which attracted considerable attention both at home and in Europe. It was noticed in the *North American Review*, and the *Revue Encyclopédique*, then the leading literary periodical of Europe. The latter remarked: "Miss Beecher's work is in some respects a statistical report of the best female schools in America. The one in Hartford would be certainly one of the most remarkable, even in a great European capital." In 1832, she removed to Cincinnati, and there opened the Western Female Institute, where she still continued to distinguish herself by the invention and application of new educational processes. "At this institution," she says, "I invented a course of calisthenic exercises, accompanied by music, which was an improvement on the one I adopted at Hartford." Subsequently, she wrote and published a work on this subject, entitled *Physiology and Calisthenics* (N. Y., 1856). In 1837, the Western Female Institute was discontinued. During the five years of its existence, Miss Beecher published *Domestic Economy*, which was adopted as a part of the Massachusetts School Library, and used by George B. Emerson in his seminary for young ladies, in Boston. — Since that time she has devoted herself to the improvement of female education, traveling extensively through the country, organizing societies, writing articles for various periodicals, etc. Her labors in the cause of education have been of eminent practical value, showing great force of character, excellence of judgment, and intellectual acuteness. She has also written *The True Remedy for the Wrongs of Women* (1852), *Letters on Health and Happiness* (1855), *Common Sense applied to Religion* (1859), and other works.

BOECKH, *August*, one of the most learned and influential representatives of classical studies in the 19th century, was born Nov. 24., 1785, at Carlsruhe; died Aug. 3., 1867, at Berlin. He became, in 1807, extraordinary and, in 1809, ordinary professor at the University of Heidelberg; and, in 1810, professor of eloquence and ancient literature at the University of Berlin. He retained this latter position until his death; and by his lectures, as well as by his direction of the Philological Seminary and the Seminary for Learned Schools, exerted a most extraordinary influence. His view of philology as an organic whole and an ideal reproduction of all antiquity met with much opposition, but has undoubtedly given a great impulse to a more thorough understanding of classical literature. He had a

large number of enthusiastic hearers, not only from all parts of Germany, but from England, the United States, and other countries, many of whom have, as teachers of the classical languages, at the universities, gymnasia, and colleges, spread the views and the reputation of their teacher. Of his numerous works, that on the *Staatshaus-haltung der Athener* (1817, 2 vols.) is considered his master-piece. He was five times rector of the University of Berlin, and a member of almost every German and foreign academy of science.

BOPP, *Franz*, the founder of comparative philology, was born Sept. 14., 1791, at Mentz; died Oct. 23., 1867, at Berlin. He was appointed, in 1821, extraordinary and, in 1825, ordinary professor of Oriental languages at the University of Berlin, with which institution he remained connected during the remainder of his life. Though the kinship of the Indo-Germanic languages was known before Bopp, he was the first to elevate the comparative study of these languages to the rank of a science, demonstrating that the resemblance of these languages resulted from their common descent from one primitive tongue. The principal work in which his views are developed, *Vergleichende Grammatik etc.* (1833—1852; 3d ed. 1868—1871), is admired as one of the philological master-pieces of the 19th century. The three different grammars of Sanskrit published by him, gave a great impulse to the study of that language in Germany. The year before his death, his friends and pupils celebrated the fiftieth anniversary of the foundation of comparative philology, and, in honor of Bopp, founded the *Bopp-Stiftung*, for the encouragement of the study of comparative philology.

BROUGHAM, *Henry, Lord*, an eminent British statesman and orator, born in Edinburgh, Sept. 19., 1779; died in Cannes, France, May 9., 1868. He was educated at the High School and University of Edinburgh, where Dugald Stewart and Dr. Black were among his teachers. His efforts as an educationist commenced in 1816, when he succeeded in procuring the creation of a parliamentary commission to inquire into the state of education in London. In 1825, he published *Practical Observations upon the Education of the People*, of which 20 editions were sold; and, in the same year, he was elected Lord Rector of the University of Glasgow, over his competitor, Sir Walter Scott. He also took an active part in the foundation of the London University. In 1859, he was made chancellor of the University of Edinburgh. His interest in education and educational subjects was earnest and constant, notwithstanding his numerous labors in the field of statesmanship, science, and literature. Among the most important associations of this character, with which he was connected was the Society for the Diffusion of Useful Knowledge, commenced in 1827.

CROOKS, *Adam*, the present Minister of Education of the province of Ontario, was born near Hamilton in 1827. He received his education at the Upper Canada College and the University

of Toronto, and upon graduation at the latter, began the study of law, and was admitted to the bar at the age of twenty-four. Shortly after, he received the degree of LL. B. from his *alma mater*, and in 1863, he was appointed Queen's Counsel. His success in the profession he had chosen caused him to remain in it many years; but, in 1867, at the earnest solicitation of his friends, he entered the field of politics, from which he did not retire till 1877, when he was chosen to succeed Dr. Ryerson as chief educational officer of the province. Dr. Crooks's unflagging interest in the cause of education, which has led him to remain officially connected with several institutions of learning, his efforts in their behalf and in securing the additional legislation needed to make the school law of 1874 effective, give promise that his administration of the important trusts now committed to his charge, will be in every respect worthy of that of his distinguished predecessor.

DIEZ, *Friedrich*, the founder of Romanic philology, was born March 25., 1794, at Giessen; died in 1875, at Bonn. He became, in 1822, *privatdocent*, and in 1830 ordinary professor of the Romanic languages at the University of Bonn, with which he remained connected until his death. His fame rests chiefly on his two principal works, the *Comparative Grammar* and the *Comparative Dictionary* of the Romanic languages, both of which have been translated into English and other languages. These two works were the first in which the Romanic languages were treated from the historical standpoint of comparative philology; and they occupy, in the literature of this science, the same prominent position in regard to the Romanic languages which belongs to the works of the brothers Grimm in connection with Germanic philology. Soon after the death of Diez, a committee of his friends and pupils, embracing representatives of every important country of Europe, was formed, to establish a *Diez-Stiftung*—a fund for the promotion of the study of Romanic philology.

ELIOT, *Charles William*, LL. D., an American educator, born in Boston, Mass., March 20., 1834. His father, Samuel A. Eliot, was the author of a *History of Harvard College*, in which institution he filled the office of treasurer during eleven years. Dr. Eliot was educated in the Boston Latin school, and in Harvard College, where he graduated in 1853. He served in the same institution as tutor from 1854 to 1858, and as assistant professor of chemistry until 1863, when he resigned, and went to Europe, in order to study the methods of scientific and literary education in Great Britain and on the Continent. On his return home, in 1865, he received the appointment of professor of chemistry and metallurgy in the Massachusetts Institute of Technology; and, in 1869, was chosen president of Harvard University, succeeding President Thomas Hill. He is the author of two manuals of chemistry, and certain essays on chemical and educational topics.

FELTON, *Cornelius Conway*, an American scholar, author, and educator, born at Newbury, Mass., Nov. 6., 1807; died at Chester, Pa., Feb. 26., 1862. He was educated in Harvard College, at which he graduated in 1827. While pursuing his college studies, he partly supported himself by teaching in Concord, Boston, and Northampton; and, after his graduation, he took part in the management of the Livingston High School, at Geneseo, N. Y. He was appointed Latin tutor in Harvard College in 1829, Greek tutor the next year, Greek professor in 1832, and Eliot professor of Greek literature in 1834. While filling these positions he published editions of several classical authors and other works pertaining to classical literature, besides translating Menzel's *German Literature* (1840). In 1849, he translated from the French Prof. Guyot's *The Earth and Man*, a work of singular merit on the subject of physical geography. On his return from Europe, in 1854, whither he had gone the previous year, he edited for the American press Lord Carlisle's *Diary in the Turkish and Greek Waters*, and subsequently published many other works chiefly pertaining to Greek classical literature. He served as a member of the Massachusetts board of education, and was one of the agents of the Smithsonian Institution. After a second visit to Europe, he wrote *Familiar Letters from Europe*, which was published after his death. In 1860, he was elected president of Harvard College, succeeding President Walker. His *Greece, Ancient and Modern*, was published in 1867, after his death.

FREUND *Wilhelm*, a German lexicographer, was born of Jewish parents, Jan. 27., 1807, at Kempten. After studying philology at the universities of Breslau, Halle, and Berlin, he conducted for a time a Jewish school at Breslau; was subsequently a teacher at the gymnasium of Hirschberg; and, in 1850, became director of a Jewish school at Glewitz. In his comprehensive Dictionary of the Latin language (*Wörterbuch der lateinischen Sprache*, 1834—1845), he endeavored to elevate Latin lexicography to an independent science. This work has made his name widely known, and forms the basis of Andrew's *Latin and English Dictionary* (New York, 1850).

GEORGES, *Karl Ernst*, a German lexicographer, was born Dec. 26., 1806. He studied in the universities of Göttingen and Leipsic, and, from 1839 to 1856, was a teacher in the real-gymnasium of Gotha. In 1828, he edited the 7th edition, and afterwards the 8th and 9th editions, of Scheller's Latin-German dictionary, and with the 10th edition, produced an entirely new work, of which the 6th edition appeared in 1869. He also edited a *German-Latin Hand-Wörterbuch* (2 vols. 6th edit., 1870), of which an English edition was published by Riddle and Arnold in 1847. He also edited a small *Latin-German and German-Latin Dictionary* (3d edit., 1874).

GILMAN, *Daniel C.*, an American educator, born at Norwich, Ct., in 1831. He was educated at Yale College, graduating in 1852. He

has held the office of state superintendent of schools in Connecticut, professor in the Sheffield Scientific School of Yale College, president of the University of California, and president of Johns Hopkins University, to the latter of which he was elected in 1876, and where he still remains. He is the author of innumerable articles, reports, and addresses on educational and other subjects.

GRUBE, *August Wilhelm*, a German educator and educational writer, was born at Wernigerode, Dec. 17th, 1816. Having received an education in the teachers' seminary at Weissenfels, he was, from 1840 to 1866, tutor in the families of Count Arnim and several other German noblemen. Since 1866, he has wholly devoted himself to educational literature. Some of the educational works of Grube, which are very numerous, have attracted great attention, especially that on teaching the elements of arithmetic (*Leitfaden für das Rechnen in der Elementarschule*, Berlin, 1842, 4th ed. 1865). The new method proposed by him has been widely adopted, even in some schools of the United States and is known as *Grube's method* (see ARITHMETIC). Other works refer to the methods of teaching history (*Charakterbilder aus der Geschichte und Sage*, 3 vols., 14th edit., 1871), geography (*Geographische Charakterbilder*, 3 vols.), and natural science (*Biographien aus der Naturkunde*, 4 vols.).

KEAGY, *John Miller*, M. D., an American teacher, of German extraction, born in Martic township, Lancaster County, Pa., about the year 1795; died in Philadelphia, January 30., 1837. He taught some years in Harrisburg, Pa., and subsequently in the Friends' High School, in Philadelphia; and, during his residence in the latter city, while engaged in the practice of medicine, he served as a member of the board of management of Girard College. He was next elected to the chair of Greek and Latin in Dickinson College, but he did not live to enter upon the duties of the position. An interesting sketch of the life and educational labors of this distinguished teacher was published in the *Pennsylvania School Journal* of June, 1875, by S. S. Haldeman, LL. D., who was one of his pupils. He is also noticed in Mombert's *History of Lancaster County, Pa.*, (1869), and in Barnard's *Journal of Education*, vol. xxii. Prof. Haldeman says: "In 1826, having relinquished the practice of medicine, Dr. Keagy (pronounced so as to rhyme with *plaguey*) opened a classical institution in Harrisburg, in a house on Front Street, a few doors above the bridge; but a public academy was soon after built for him, in accordance with his own plans, in connection with a previously-built stone dwelling-house, which is standing on the river bank at the upper end of the city. Here the Doctor lived with his family, and accommodated a few boarders, among whom were Governor Curtin and myself." — Dr. Keagy is especially noted as the first to use the word-method of teaching reading, being the author of *The Pestalozzian Primer, or First Steps in Teaching*

Children the Art of Reading and Thinking (Harrisburg, 1827), of which Prof. Haldeman says: "I called attention, at a meeting of the National Education Association, at Harrisburg, in 1865, to the prominence given in Keagy's *Primer* to 'Thinking Lessons, and Lessons in Generalization,' now called *object lessons*." He also says, "Besides the classical languages, Dr. Keagy knew Hebrew, German, and French. He had a taste for the natural sciences, and, in the absence of class-books, he taught orally in an excellent conversational style." In 1819, he published a series of articles in the *Baltimore Chronicle*; and he also edited the *Christian Monitor*, a journal containing much useful scientific matter.

KEHR, *Karl*, a German educator, was born April 6., 1830. After having been eminently successful as a teacher, he was appointed, in 1863, inspector of teachers' seminaries, director of the seminary in Gotha in 1871, and of that in Halberstadt in 1873. His best known work is *Die Praxis der Volksschule* (1868, 7th edit., 1875), which has been translated into seven different languages. Among his other works are: *Der deutsche Sprachunterricht im ersten Schuljahre* (5th edit., 1874); *Theoretisch-praktische Anweisung zur Behandlung deutscher Lesestücke* (7th edit., 1873); *Praktische Geometrie* (4th edit., 1873); and *Lesebuch für deutsche Lehrerbildungsanstalten* (4 vols. 1874-5). In 1877, he began, in conjunction with other noted educators of Germany, a comprehensive work (*Geschichte der Methodik des deutschen Volksschulunterrichtes*) on the history of the method of instruction in the schools of Germany. (See GERMANY.) Since 1872, he has edited the *Pädagogische Blätter für Lehrerbildung und Lehrerbildungsanstalten*.

LITTRÉ, *Maximilien Paul Émile*, a French philologist, born in Paris, Feb. 1st, 1801. Educated for the profession of medicine, he turned his attention at an early age to philosophical and literary pursuits. In connection with Dezeimeris, he established, in 1837, a medical journal, editing at the same time the works of Hippocrates. In 1844, he was appointed to continue the *Histoire Littéraire de la France*, which he accomplished, making valuable contributions to the 21st, 22d, and 23d volumes. These were published in 1844. In 1854, he became the editor of the *Journal des Savants*, and in 1871, was appointed professor of history and geography in the Polytechnic School. His next important work was the *Histoire de la Langue Française*, in two volumes. In 1863, he began the publication of his *Dictionnaire de la Langue Française*, 4 vols. (1863-1872; an abridgment by Beaujean, 1877). This work, the result of more or less constant labor for thirty years, is justly regarded as his greatest work, and superior to any other on the same subject in the French language. His other published works are quite numerous, among which is a translation of Strauss's *Das Leben Jesu* (*Life of Jesus*).

MARENHOLTZ-BUELOW, *the Baroness Bertha*

von, one of the foremost representatives and propagators of the educational ideas of Froebel, was born March 5th, 1816, and is the descendant of one of the oldest families of the German nobility, the name appearing as early as the time of Charlemagne. During the private instruction which she received at her father's house, she early showed decided marks of independent thought. When not yet twenty years of age, she was married to Baron von Marenholtz, from which marriage a son was born, who died quite young. The care of five step-children, mostly very young, to whom she was a true mother, induced her to study profoundly the education of body and mind. She kept memoranda of her thoughts and opinions; and, when she afterward became acquainted with Froebel, it was found that the conclusions which she had reached greatly resembled his. This similarity of thought led her to seize upon the fundamental idea of Froebel's system with enthusiasm, and to promulgate it with an energy and success which will always connect her name in the history of education with that of the inventor of the kindergarten. The sacrifices she has made in behalf of the system, and her earnestness and prudence in diffusing it, are unexampled. Indeed, it has been said of her that she is the only one who has independently carried the underlying principle of Froebel's system beyond his own application of it, and shown that his discovery consisted in having recognized the law of the development of the human mind, and identified it with that spiritual law which governs the maternal nature. The baroness of Marenholtz published her first works anonymously; but, her ideas having been shamelessly plagiarized, her friends finally prevailed upon her to publish these works under her own name. Her principal works are, *Die erste Erziehung der Mutter nach Froebel*; *Das Kind und sein Wesen* (1860); *Die Arbeit und die neue Erziehung*, (1866); *Der Kindergarten*, (1873); *Beiträge zum Verständniss Friedrich Froebels*, (2 vols. 1876-77). The 1st volume of the last named work has been translated into English by Mrs. Horace Mann, under the title, *Reminiscences of Fr. Froebel*, (Boston, 1877).

PORTER, *Noah*, D. D., LL. D., an American scholar and educator, was born in Farmington, Ct., Dec. 14th, 1811. After graduating at Yale College, in 1831, he taught school in New Haven for two years, and, during the two following years, was a tutor in his *alma mater*. He also studied theology in the college, and, in 1836, became pastor of a Congregational Church, first in New Milford, Ct., and afterward in Springfield, Mass. In 1846, he was chosen professor of metaphysics and moral philosophy in Yale College, in which position he continued till 1871, when, on the retirement of President Woolsey, he was elected president of that institution, in which position he still remains. He has not only performed important service as a practical educator, in connection with the college over which he presides; but as an author has attained a high

degree of distinction in his particular field of study and research. He was the editor-in-chief of the new revision of Webster's *American Dictionary of the English Language* (1864); and, in 1868, published *The Human Intellect* — the most important of his works, an abridgment of which was published in 1871. He is also the author of several other works.

SILLIMAN, Benjamin, an American physicist and educator, born in Trumbull, Ct., Aug. 8., 1779; died in New Haven, Ct., Nov. 24., 1864. He graduated at Yale College, was appointed tutor there in 1799, but left it in 1802, when he began the practice of the law. The same year, he was appointed to the chair of chemistry in Yale College, and about three years after left for Europe, where he spent fourteen months in visiting the mining districts of England, and attending lectures in London and Edinburgh, for the purpose of making himself acquainted with the progress of the science of chemistry, then in its infancy. Shortly after his return, he made a geological survey of the state of Connecticut. In 1807, the fall of a meteorite near Western, Ct., led to an examination and chemical analysis of the fragments, by him and Professor Kingsley, an account of which was afterward published. In conjunction with Prof. Hare, he constructed the oxyhydrogen blowpipe, by which the number of substances known to be fusible was greatly increased. In 1818, he established *Silliman's Journal*, of which he was for 28 years either the sole or the principal editor. He was the first in America to begin the work, since so popular, of delivering lectures on scientific subjects to miscellaneous audiences. In 1851, he revisited Europe, and in 1853 resigned his professorship and became professor *emeritus*, continuing, however, to lecture on geology, till 1855. His published works are numerous, among which may be mentioned: *Elements of Chemistry* (1830); *A Visit to Europe*, (1853).

WARREN, William Fairfield, S. T. D., LL. D., was born in Williamsburgh, Mass., March 13., 1833. He graduated at Wesleyan University, Middletown, Ct., in 1853, and until 1854, taught a private school in Mobile, Ala. He studied theology and philosophy at Andover, Mass., and in the universities of Berlin and Halle, from 1854 to 1858, traveling also in Greece, Egypt, Palestine, etc. From 1858 to 1860, he was the pastor of the Methodist Episcopal church in Wilbraham, Mass., and from 1860 to 1861, of the Bromfield Street church, in Boston. From the latter date until 1866, he was professor of systematic theology and philosophy in the *Missions-Anstalt*, Bremen, Germany; and, from 1867 to 1871, acting president of the Boston Theological Seminary, then First Dean of the School of Theology in the Boston University, and, since 1873, president of that institution. His publications are quite numerous; among them, *Anfangsgründe der Logik* (1863), *Allgemeine Einleitung in die systematische Theologie* (1865), *The Taxation of Colleges, etc.*, *Gate-ways to the Learned Professions*, and other educational

papers written for the *Boston University Year-Book*, besides contributions for various other periodicals.

WILDERSPIN, Samuel, an English teacher, particularly celebrated as the founder of the English system of infant schools. His first experiment in conducting an infant school was in 1820, at Spitalfields, when, having formed the acquaintance of James Buchanan, who had been selected by Lord Brougham and several other noblemen to open a school for poor children at Brewers' Green, Westminster, he relinquished his business and devoted himself with ardor to his new calling. His first attempts were anything but encouraging; but, actuated by a great fondness for children, and materially aided by his wife, he overcame all obstacles, and succeeded so thoroughly that public attention was drawn to his school, which, though situated in one of the lowest quarters of London, became one of the most interesting points in the city for foreign and native visitors. One of the results of his success was the foundation of the London Infant School Society, in 1824, and the establishment of infant schools in various parts of the country. His work aroused such general interest that he gave up his teaching, and devoted himself for some time to traveling and lecturing in advocacy of the schools he had established. He visited, in this way, Ireland and Scotland. In the latter, he organized the Drygate School in Glasgow. — The method of Wilderspin is similar, in all essential respects, to that of Pestalozzi, Jacotot, and Froebel, and is an illustration of the fact that minds similarly constituted will reach the same end, often by independent ways. Thus some of his first principles were: Let the children think for themselves; do not impose truth upon the child's mind by mere authority, but let him discover it by his own exertions; arouse the child's interest in what you are teaching, and discontinue your teaching as soon as the interest flags; a knowledge of things should precede a knowledge of words. In moral education, his maxims were: (1) never correct a child in anger; (2) never deprive a child of anything without returning it; (3) never break a promise; (4) never overlook a fault; and (5) always set before the child an example worthy of imitation. The government by means of love, instead of a resort to corporal punishment was, also, an essential feature of his method.

ZUMPT, Karl Gottlob, a German philologist, was born March 20th, 1792; died June 25th, 1849. He studied in the University of Berlin, and having held positions as tutor in the Werder and Joachimsthal gymnasia of Berlin, he was, in 1827, appointed professor of Roman literature in the University of Berlin. He did much to improve the teaching of the Latin language, as an instructor as well as by his literary labors. His best known work is the *Latin Grammar* (13th edit., 1874), of which an English translation was prefaced by Dr. L. Schmitz. He also prepared a smaller Latin Grammar, and edited a number of Latin authors.

BLIND, Schools for the. The last report of the U. S. Commissioner of Education contains a statistical summary of schools for the blind in the United States, showing the following facts: The whole number of these schools is 29; of instructors, 580; and of pupils, 2,083. The total value of grounds, buildings, and apparatus is \$3,680,330; the whole amount of state or municipal appropriations for the support of the institutions, during the year 1876, was \$576,391; and the receipts from other states and from individuals, \$39,445; and the total amount received, \$893,969. The entire expenditure for the support of the schools was \$736,550. The largest appropriation was that in the state of New York, which amounted to \$100,500; the total expenditure in that state being \$254,015. For information in regard to the subjects and methods of instruction, etc. in these institutions, see *Cycl. of Ed.*, art. BLIND, EDUCATION OF THE. — See also *Statistical Tables*, in the APPENDIX to this volume.

BRAZIL. The number of inhabitants enumerated in the census of 1872, was 9,930,478, of whom 8,419,672 were free, and 1,510,806 slaves. The number of free children of school age (6 to 15 years) was 1,902,424. The estimated population of the parishes not enumerated was 179,612, making the total population of the empire 10,110,090. The amount appropriated by the General Legislative Assembly for educational institutions under the direction of the Minister of the Empire (not including subventions to diocesan seminaries), for the year 1876—7, was \$1,012,515; of which \$394,380 was for primary and secondary instruction, and the rest for higher and special institutions. According to the latest information, the aggregate annual expenditure of the provinces for primary and secondary instruction, including the expenditure of the empire in the municipality of the capital, was \$2,626,400.

The Minister of the Empire, in his report to the Legislative Assembly, dated Jan. 31., 1877, recommends the institution of a superior council of public instruction, the reformation of the existing inspectorate-general of the capital, the development of industrial teaching for the poorer classes, the establishment of *kindergartens*, and the improvement of the condition of public professors.

Primary and Secondary Instruction.—According to the same report, the number of public and private primary schools, in 1869, was 3,516, attended by 115,935 pupils of both sexes; while, in 1876, they considerably exceeded 6,000, with an attendance of about 200,000. In this comparison are not included the primary night schools for adults, which now number 117; while, in 1869, there was but one in the whole empire. The latest detailed statistics, compiled from the same report, are for 1875, and do not include the provinces of Espírito Santo and Piauí, from which returns were wanting. In that year, there were 5,716 primary and secondary schools of all kinds, at-

tended by 188,270 pupils. The particulars, so far as reported, are as follows: •

Number of public schools	4,768
Pupils in same	158,919
Number of private schools	948
Pupils in same	29,351
Number of primary schools	5,424
Pupils in same	172,113
Number of public primary schools	40,674
Pupils in same	148,271
Number of public primary schools for males ..	2,957
Pupils in same	89,983
Number of public primary schools for females ..	1,717
Pupils in same	42,703
Number of private primary schools	750
Pupils in same	23,842
Number of private primary schools for males ..	405
Pupils in same	12,965
Number of private primary schools for females ..	277
Pupils in same	7,773
Number of secondary schools	238
Pupils in same	16,157
Number of public secondary schools	94
Pupils in same	10,648
Number of private secondary schools	144
Pupils in same	5,509

Besides the secondary schools enumerated, there is a considerable number of French and Latin schools, both public and private, in the various provinces. Included among the secondary schools is the Imperial College of Pedro II., in Rio de Janeiro, opened in 1838. The course covers seven years, and embraces religion and sacred history; Portuguese; Latin; French; English; geography and cosmography; universal history; elementary mathematics; philosophy; rhetoric, poetry, and national literature; Greek; German; chorography and history of Brazil; physics and chemistry; natural history; gymnastics; music and design. The institution consists of two distinct, but parallel departments,—a day school (*externato*) and a boarding-school (*internato*). The most recent regulations,—those contained in the decree of March 1. 1876,—provide for 16 professors and 13 substitutes in each. The completion of the course entitles to the degree of Bachelor of Letters. The number of students in the day school, in 1875, was 216; in the boarding-school, 153; the number of degrees conferred in each, 7. The number of students in these two schools, in 1876, was 236 and 176, respectively.

A decree of Nov. 30., 1876, creates two normal schools for the education of teachers of primary schools,—a day school for males and a boarding-school for females. These are established in Rio de Janeiro, and a primary school is attached to each. The course is for three years. Each has 11 professors, with 4 additional instructors in the male and 6 in the female school. There are several provincial normal schools.

Superior and Special Instruction.—The Polytechnic School in Rio de Janeiro consists of a general course of two years, and the following special courses: physical and natural sciences, physical sciences and mathematics, geographical engineers, civil engineering, mining, arts and manufactures,—each of three years, except that for geographical engineers. It has 26 professors, 10 substitutes, and 8 drawing masters. The number of students, in 1876, was 417, registered

as follows: general course, 276; physical and natural sciences, 32; physical sciences and mathematics, 12; geographical engineering, 16; civil engineering, 103; mining, 19; arts and manufactures, 2. A preparatory school is connected with this institution. There are two faculties of law, at Recife (Pernambuco) and São Paulo. Each has a course of five years, with 11 professors, presiding over as many chairs, and 6 substitutes. Preparatory schools are connected with them, in which are taught Portuguese, history, geography, philosophy, English, arithmetic, geometry, French, Latin, rhetoric, and poetry. The number of students at Recife, in 1875, was 271; at São Paulo, in 1876, 183. There are also two faculties of medicine, — at Rio de Janeiro and Bahia. The regular course in each is for 6 years, and each has a pharmaceutical course of 3 years, and an obstetrical course of 2 years. The former has 18 professors and 12 substitutes; the latter, 18 professors and 7 assistants. In 1875, there were 596 students at Rio (492 in medicine, 103 in pharmacy, and 1 in obstetrics), and 377 at Bahia (299 in medicine and 78 in pharmacy). A school of mines was opened in October, 1876, at Ouro Preto in the province of Minas Geraes, with 4 students. The teaching force was not fully organized, but the regulations provide for 3 professors and 4 other instructors. The course is for two years, and not more than 10 students may be admitted each year, except on the special direction of the minister of the empire. The establishment of a preparatory course is recommended by the director. The Academy of Fine Arts, in Rio de Janeiro, has sections of architecture, sculpture, painting, and accessory sciences. Its night course was created as an industrial school, for the benefit of mechanics. In 1875, there were 10 professors and 186 students (46 day and 140 night). The Conservatory of Music is the fifth section of the Academy of Fine Arts, but has a distinct organization. In 1875, there were 8 professors and 116 students (50 male and 66 female). The Commercial Institute in Rio de Janeiro has a course of 4 years, embracing the following subjects: book-keeping and accounts, geography, mercantile law, political economy, French, English, mathematics, German, calligraphy, and linear drawing. In 1876, there were 8 professors and 27 students. The Institute is not in a flourishing condition, and the Minister recommends its abolition or reorganization.

For theological instruction there are 18 seminaries in operation in the different dioceses, — 9 lower and 9 higher. In the lower or preparatory seminaries, are taught Portuguese, Latin, Greek, French, English, Hebrew, Italian, religious doctrine, history, geography, elementary mathematics, natural history, philosophy, rhetoric, music, singing, and drawing. The higher seminaries embrace the theological course proper. According to the latest official information, these institutions were attended by 1,368 students, of whom 305 belonged to the higher and 1,063 to the lower seminaries.

The Military School, for the education of officers for the different branches of the service, is in Rio de Janeiro. Connected with it, is a preparatory school. The number of students, at the beginning of 1876, was 327; remaining at the close, 297 (110 in the higher and 187 in the preparatory course). In the same place, is the Depot of Artillery Apprentices, designed to train gunners and captains of guns. The General Gunnery School of Campo Grande, near Rio, is intended to train instructors for the different army corps. The attendance in 1876 was 87. In the Cavalry and Infantry School of the Province of Rio Grande do Sul, the course is the same as the cavalry and infantry course of the Military School. The number of students, at the beginning of 1876, was 80; remaining at the close, 62. There are also regimental schools for the training of non-commissioned officers.

The Marine School (*Escola de Marinha*), on board the frigate *Constituição* (Constitution), has a course of 3 years, at the end of which the cadets become midshipmen. The number of cadets, in 1875, was 86. The Naval College, in Rio de Janeiro, was established at the close of 1876, for the purpose of preparing candidates for admission to the Marine School. The School for Machinists was re-organized by a decree of Jan. 18, 1877.

The Imperial Institute for Blind Children and the Institute for Deaf-Mutes are in Rio de Janeiro. The former, in 1876, had 40 inmates and the latter, 30. The inmates are given moral and literary instruction, and are taught certain industries. According to the census, there are in the empire 11,595 deaf and dumb persons, and more than 12,000 blind persons, whence the inadequacy of the existing provisions for these classes is sufficiently apparent. A project for the reform of the Institute for the Blind is pending in the Legislative Assembly. A school was opened in 1876, by the Imperial Agricultural Institute of Bahia, and agricultural schools are maintained by the Imperial Agricultural Institute of Rio de Janeiro and the Union and Industry Company of the same place.

BUSINESS COLLEGES, or Commercial Schools. — Special schools for preparing young men for business and commercial pursuits are of comparatively recent origin in the United States, as they are the outgrowth of the past thirty years. All of them are of a private nature, with no official supervision to inspire or control their action. In the report of the United States Commissioner of Education for the year 1876, there were enumerated 137 of these colleges, with 599 instructors and 25,234 pupils.*

The first commercial schools in Europe were established in Germany, the oldest institution of the kind being the one opened in Hamburg in 1768. France followed the example of Germany

* A history of the business colleges in the United States, with a full account of their organization, has been given by S. S. Packard, of Packard Business College, New York, in the *Cyclopedia of Education*.

in 1820, when the *École spéciale de commerce et d'industrie* was established in Paris. Belgium has a similar institution in Brussels, and Russia two, in Moscow and St. Petersburg. In England and Italy, there is a large number of private commercial schools, while in Spain each of the 20 chambers of commerce has one. The commercial schools of Germany may be divided into higher and lower schools. The higher schools are either academies, or correspond in their organization to a *real school*. One of the best of this class is the school in Leipsic. It embraces three annual classes, in the lowest of which, however, no commercial branches are taught. In order to enter the third class, the applicant must be not less than 14 nor more than 16 years of age, and must undergo an examination. The branches taught embrace the German, French, and English languages, mathematics, commercial arithmetic, natural philosophy, mechanics, commercial law, correspondence, book-keeping, political science, penmanship, drawing, and gymnastics. The Italian language, and short-hand writing are optional. The lower schools are mainly intended as supplementary courses to the *Volksschule*, and afford to boys whose parents are not able to give them the necessary preparation for the higher schools, an opportunity to obtain a business education. In Bavaria all the Royal Industrial (*Gewerbe*) schools have a commercial course. Among the lower schools, are also included another class of schools, called *apprentice schools*, in which commercial apprentices receive instruction for two hours daily in the commercial branches. These schools are either independ-

ent, or are connected with schools of a high grade.

Brachelli, in his work, *Die Staaten Europ* (Brünn, 1876) enumerates the following commercial schools in Europe: In Austria-Hungary the commercial and nautical Academy Trieste, the commercial high school at Vienna, the commercial academies of Prague, Graz and Buda-Pesth, and a large number of commercial schools of a lower grade (60 in Austria proper); in the German Empire, the high commercial institutions in Berlin, Breslau, Dantzic, Coblenz, Frankfurt on the Main, Hanover, Augsburg, Leipsic, Dresden, Chemnitz, Gera, Rostock, Brunswick, Hamburg, and Lübeck, the commercial and art industrial schools Munich and Nuremberg, and many commercial schools of a lower order: in Great Britain large number of schools which, as in the United States, are of a private character; in France the higher commercial school at Paris, and many commercial middle schools: in Italy, the higher commercial school of Venice; in Russia the commercial academy of Warsaw, the high commercial school in Odessa, and two other commercial schools; in Denmark, a commercial academy, at Copenhagen; in the Netherlands a school for commerce and industry, in Amsterdam; in Belgium, the higher commercial institute at Antwerp; in Switzerland, commercial schools at different places; in Spain, the commercial institutions at Madrid; in Portugal, the commercial and industrial institute at Lisbon, and the marine and commercial school at the polytechnic institute of Oporto; and in Romania, five commercial schools.

CALIFORNIA. In the school law of this state no changes were made during the year 1877, though the state superintendent, in his last biennial report, recommends several. Considerable interest has been aroused in the subject of educational reforms by the State Grangers' Association, whose efforts have been directed toward making the character of the instruction imparted in the schools more practical than it has hitherto been. The scholastic, in their opinion, should give way to the mechanical and industrial; and to this end they have labored, though their efforts thus far have hardly more than served to call attention to the subject.

The state superintendent of public instruction is Ezra S. Carr, elected in 1876.

The school statistics for the past year are as follows:

Number of children of school age.....	200,067
" " enrolled in public schools.....	135,335
Average daily attendance.....	89,539
Number of teachers, male.....	1,184
" " female.....	1,983
Total.....	3,167

Average length of school year, in months.....	7.
Average monthly salary of male teachers.....	\$83.
" " " female ".....	\$69.
Number of children attending private schools.....	15,3

The total receipts for school purposes were:	
Balance on hand at the beginning of the year.....	\$511,727.
Received from state apportionment.....	1,475,101.
" " county ".....	703,131.
" " city and district taxes.....	783,102.
" " miscellaneous sources.....	137,100.
Total.....	\$3,610,163.

The total expenditures were:	
Amount paid for teachers' salaries.....	\$2,149,435.
" " rent, fuel, repairs, etc.....	378,754.
" " school libraries.....	55,148.
" " school apparatus.....	18,984.
" " sites, buildings, furniture, etc.....	147,426.
Total.....	\$2,749,729.

Normal Instruction.—The California State Normal School is reported by the superintendent as having an attendance of about 500. The division of the school into two distinct grades

pupils, namely, those who are engaged in acquiring a sufficient knowledge of the branches they are afterwards to teach, and those who, having this knowledge, are engaged in learning the method and practice of teaching, is being imitated in some of the high schools; the Girls' High School of San Francisco being, in this respect, specially prominent. Should this example be followed, the superintendent reports that there will be no need of the establishment of new normal schools for several years. The number of county teachers' institutes held during the year 1877, was 37, with an attendance of 1,819 teachers. Their cost was \$2,847.80. These agencies for making the teachers' work more effective, are regarded with special favor by the state superintendent, who advocates an extension of their time of session and a still more general attendance of the teachers. In September, 1876, an educational convention was held in San Francisco, which made provision for an annual meeting. The general interest aroused among the people by these institutes, and their practical effect, as shown in the reports of the county superintendents, furnish the best possible proof of their efficiency and usefulness.

Secondary Instruction.—The number of pupils enrolled in the public high schools of the state, is 3,433, this being 2.24 per cent of the school population. The number of this class of pupils is rapidly increasing; and though there has been some discussion of the expediency of the existence of high schools, their maintenance is advocated by the superintendent, in his report, on the ground that they constitute a barrier against the establishment of class distinctions. In the San Francisco high schools, the course is for three years, and the instruction given qualifies the pupils for business life or for admission into the university. The last report made to the Bureau of Education, mentions eighteen private secondary schools, with 142 teachers and 2,590 pupils. Many other institutions of this class exist in the state, but have failed to report. Five preparatory schools—two of which are chartered as colleges—are also reported, with 34 teachers and 427 pupils. The number of volumes in the libraries of these institutions is 5,558. Besides these preparatory schools proper, there are 14 colleges, which have preparatory departments, which make return of 18 teachers and 809 pupils. The number of instructors in business colleges which have reported is 23, but the number of pupils is not given.

Superior, Scientific, and Professional Instruction.—The twelve principal institutions for superior instruction, according to the latest returns, had together 181 instructors, 2,422 students, of whom 855 were of collegiate grade, and in their libraries 45,500 volumes. Several of these institutions admit both sexes. The scientific departments of the University of California had 33 instructors and 142 students. Prof. John Le Conte succeeded Prof. D. C. Gilman as president of the University, in 1875.

The Pacific Theological Seminary (Congregational) had 8 professors and 5 students, and the San Francisco Theological Seminary (Presbyterian), 4 professors and 9 students. The Medical College of the Pacific had 11 professors and 45 students, and the California College of Pharmacy, 4 professors and 36 students. These two institutions are in San Francisco. (See *Statistical Tables*.)

Special Instruction.—According to the latest returns made to the U. S. Bureau of Education, the state institution for the deaf and dumb, at Oakland, contained 82 pupils (50 males and 32 females). In the department for the blind, the number of persons under instruction was 31.

Education of the Chinese.—A special feature in the school life of California is the effort made to give instruction to the Chinese, the number of this people there being larger than in any other state. This work has thus far been carried on principally by the various religious bodies. The American Missionary Association had, in 1876, ten schools, with 19 teachers and an enrollment of 498 pupils, of whom 294 were in actual attendance. The Baptists have a special missionary for the Chinese, under whose supervision are 7 missions and Sunday schools, which are attended by 500 Chinese. The Methodists are also doing much in this field, though no separate report of the number of Chinese in the 147 Sunday-schools under their care is at hand. The Woman's Union Mission to Chinese Women and Children reported, in 1876, an attendance of 15 pupils, with 38 afterwards enrolled.

Educational Literature.—Besides the literature on the subject of education to which attention has been called in the *Cyclopædia of Education*, mention should be made of Swett's *History of the Public School System of California*, from which much valuable historical and statistical information may be gathered.

SAN FRANCISCO.—In this city, considerable attention has been given, of late, to the work of making the instruction imparted in the schools more practical in its character, by giving less time to mere memorizing and text-book recital, and more to efforts to implant an intelligent comprehension of the subject in the pupils' minds by fuller explanations and closer questioning on the part of the teacher. As an aid to this, a vast amount of the details with which text-books abound is entirely omitted, and the pupils' attention is directed to those more general features in each study which are necessary to give a comprehensive view of the subject. To carry out this idea still further, the city superintendent has prepared a circular calling the attention of the teachers to the most important facts to be taught.

The present city superintendent is H. N. Bolander, who has held the office since 1876.

The school system consists of the Boys' High School, 15 grammar schools, and 35 primary schools. At the date of the last report (June 30., 1877), there were in the Boys' High School

312 pupils and 10 teachers, and in the Girls' High School, 853 pupils and 25 teachers. There are also several evening schools.

The school statistics for 1877 are as follows:

Estimated population of the city.....	301,020
Number of children of school age (6—17).....	49,404
“ “ “ enrolled in the public schools.....	37,286
Average daily attendance.....	24,899
Number of teachers, males.....	69
“ “ “ females.....	563
Total.....	632
Number of pupils in the evening schools.....	1,288
“ “ “ teachers.....	34
Total number of school buildings.....	56
Total receipts for school purposes.....	\$874,231.56
“ expenditure for school purposes.....	\$732,324.17
“ valuation of school property.....	\$2,685,000.00

There are 3,806 children between the ages of 5 and 6 years who will next year be entitled to attend the public schools. There are also 6,984 pupils attending private and church schools; while the census marshals reported, in June, 14,557 children (not including Chinese) who have not attended any school during the year.

CAPE COLONY AND BRITISH SOUTH AFRICA. The British colonies in South Africa have for some time attracted special attention, on account of an active movement which is going on there in favor of a closer union between the British colonies and the independent states of South Africa. It is evident that the success of this movement would establish a large colonial empire, the influence of which upon the civilization of Africa can hardly be overrated. Thus far Cape Colony, in an educational point of view, has been far in advance of the other colonies and states of South Africa. Its area, inclusive of British Caffraria, is 195,883 square miles, with a population of 720,984. The governor of Cape Colony has besides under his jurisdiction Caffraria and Basuto Land, making the total area under his administration 210,400 square miles, with 1,005,000 inhabitants. The other British colonies of South Africa, Griqua Land West, Natal, and the Transvaal, which was annexed in 1877, swell the colonial empire of Great Britain in South Africa to 370,000 square miles, — a territory almost equal in area to the Middle and South Atlantic States combined, but having a population of only 1,615,700.

Probably in no other country has more been done during the past decade for the promotion of education than in Cape Colony. Based on the principle of complete liberty of instruction, the English school system introduced into the Colony limits the activity of the government in regard to public education to supervision and assistance. A general superintendent of education is at the head of the school system, while subordinate to him are school inspectors appointed by the government. A course of instruction approved by the government exists for primary and grammar schools. Every religious denomination and every private citizen may establish a school, and if such a school follows

the prescribed course of instruction, it may the legally stipulated government aid, then regularly visited by the inspector. Teachers appointed in aided schools are examined and licensed by the general superintendent. The numerous schools for colored children receive aid from the government, even if they do not come up to the required standard when this is the case, they do not receive the entire amount generally granted. This, however, occurs but very seldom; while, on the contrary, there are not a few of these schools that occupy a front rank in regard to work. The government can only establish schools where none are established by private persons or religious communities, — a case has not been known to occur. The superintendent of the aided schools is intrusted to a board of trustees elected by the persons interested. The average annual salary of a primary school teacher is £200—£300, and of a grammar school teacher £300—£500. On the basis of this law, very much has been done during the past decade to promote education in South Africa. Large numbers of secondary schools of all kinds, and particularly for girls, have been established, and have been supplied with teachers from England and Scotland. The Academy which has existed for a number of years in Cape Town was raised in 1877 to the rank of a university. Its organization is a mixture of that of the old Oxford and Cambridge universities, with that of the Scottish universities.

CENTRAL AMERICA. In the state of Central America, education has been for a long time in an extremely backward state; but at present there are encouraging signs of an awakened interest in its behalf among the people and their rulers. Its control has passed from the clergy to the laity; and there is no doubt that in a few years, striking evidences of progress will be presented. The study of the English language is now quite general in the colleges, universities, and private schools. The following statistics are from the most recent source of information:

Guatemala. — The number of pupils receiving instruction in the schools of this republic at present, is stated to be at least 100,000; the amount expended by the government for educational purposes is about \$600,000. The schools are partly under the instruction of teachers from the United States, brought to the republic a short time ago. The expulsion of the 2,000 members of the monastic order has been followed by a great awakening of interest in behalf of education. Some of the edifices formerly occupied as convents and monasteries are now used as college buildings. The American College, in which are 8 American teachers, occupies the buildings of the former convent of the Sacred Heart, covering eight acres. The National School is held in the spacious edifice of the Monastery of San Paulino.

Honduras. — Two national colleges for men and women are to be established by the government at Tegucigalpa, in which English will

spoken, and the American system of instruction adopted. Teachers have gone from the United States to give instruction in these institutions, under an engagement by the government of Honduras. — The elementary schools are in a more promising condition than at any previous period in the history of the republic.

San Salvador. — This state expended in 1875, upward of \$50,000 for the purpose of public instruction. It had, according to the latest published statement, 28,000 pupils in the schools, and supported two normal schools.

Nicaragua. — Education is free in this state, for the support of which it expends upward of \$50,000. The number of its public schools is 180, with 4,500 pupils. Superior instruction is afforded in three colleges and a university.

Costa Rica. — Education is here gratuitous and compulsory. The number of public schools is 95, attended by 5,755 pupils. The amount appropriated for public instruction is about \$75,000. There is a university in San José, and several lyceums or colleges.

CHILI. Many improvements in the system of public instruction in this country have been introduced by the minister of that department of the government. In a circular addressed to the rectors and professors of the National Institute, he recently proposed to establish evening classes in which artisans might receive instruction in appropriate branches; and this proposal met with ready acceptance. Institutes similar to that just named were to be established in all provincial lyceums. The new lyceum for girls, in Valparaíso, was opened April 24, 1877; and it was proposed to open similar institutions in Concepción, Valdivia, Serena, San Felipe, and Copiapo, with the expectation that the example would be followed in Santiago and other places. — In 1875, the number of primary schools was 1,284, of which 806 were public schools, and 478 private, 667 being for boys, 400 for girls, and 207 for both sexes. The number of teachers was 1,110. The whole number of pupils in the public schools was 62,244; in the private schools 23,198. The average attendance was about 70 per cent of the enrollment. — The amount expended for public instruction, in 1875, was \$780,418, of which sum, \$496,645 was expended for the support of primary schools. Secondary instruction is given in 16 public lyceums. The University of Chili, established in 1842, is under the control of the state. It confers degrees, has the supreme direction of the national scientific and literary establishments, and is charged with the inspection of all the other educational institutions. The government authorities have given, during the last twenty years, an enlightened attention to education, and much progress has been made. See EDOUARD SÉVE, *Le Chili tel qu'il est*. (Valparaíso, 1876.)

CHINA. The U. S. Bureau of Education has published a paper on education in China (*Circular of Information* No. 1 — 1877), which was prepared, at the request of the late Hon. B. P. Avery, minister of the United States at Peking

by the Rev. William A. P. Martin, LL. D., president of the Imperial College at Peking, in 1875. The statements contained in this article are based upon the authority of the *Circular*. — Literary education, unless in exceptional cases, is neglected at home. Yet some fathers and some mothers of more than ordinary culture teach their children the rudiments of literary knowledge. When the child arrives at a suitable age to be sent to school — generally in his seventh or eighth year — the almanac is consulted, and a lucky day is chosen for beginning his studies. The teacher is regarded and saluted with reverence, and "the very name of teacher, taken in the abstract, is an object of almost idolatrous homage." Every step in the process of teaching is fixed by a usage which has come down, without change, from ancient times. The under-graduate course is divided into three stages, in each of which are two leading studies. In the first stage, the student is occupied in committing to memory (not reading) the canonical books, and in writing a great number of diversely formed characters, as a manual exercise. This process does not convey to him a single idea. His books are in a dead language, for the language of literary composition is different from the vernacular in every part of the empire, so much so that the books when read aloud, are unintelligible even to the ear of the educated. Moreover, no effort is made to teach the signification of any of the words, but the entire study is a mere exercise of memory. The whole of the four books, and the greater part of the five classics, are gone over in this way, the process of memorizing occupying four or five years. The study is generally pursued alone, and the pupil is kept in discipline by the fear of punishment. — In the second stage, the student learns to read and translate the books which he has memorized, and is given lessons in composition. He is not permitted to advance with any rapidity. At first, only a single character, here and there, is explained, and then, possibly after the lapse of a year or two, entire sentences are translated. The whole work is done by the teacher, who reads and translates the lesson, and demands nothing more of the pupil than the faithful repetition of what he has dictated to him. The act of composition is taught in connection with the exercises in translation. It presents peculiar difficulties in the Chinese language, in which the parts of speech and their modifications are not distinguished by any difference of form, but only by collocation. The collocation is fixed by usage, which has given invariable forms to every kind of expression, and these have to be learned in detail. "The first step in composition is the yoking together of double characters. The second is the reduplication of these binary compounds, and the construction of parallels — an idea which runs so completely through the whole of Chinese literature, that the mind of the student requires to be imbued with it at the very outset." The teacher writes, "wind blows,"

the pupil adds, "rain falls;" or he writes, "rivers are long," and the pupil adds, "seas are deep", or "mountains are high." More complex forms, containing qualifying words and phrases, are next given, as when, to "the emperor's grace is vast as heaven and earth," the pupil adds, "the sovereign's favor is deep as lake and sea." The formation of impromptu couplets on models of this character is a favorite pastime at classic festivals and social entertainments. The pupil having mastered the art of symmetry by his exercises in the "parallels," advances to higher species of composition, as the *shotiah*, in which a single thought is expanded in simple language, the *lun*, or the formal discussion of a subject, and forms of epistles adapted to all kinds of circumstances. — Composition is the leading object in the third stage of instruction. Exercises are given in the writing of verse and of an extremely artificial kind of prose, called *wen-chang*. The reading exercises embrace rhetorical models and anthologies. The history of China is studied in compends, mainly for the sake of the allusions with which it enables a writer to embellish classical essays. The acquisition of style rather than knowledge and mental discipline, is sought, throughout the course. — The schools may be classified, according to the three stages of study, into three grades; but all three grades are often embraced in the same school. There are no public schools except a few at the capital, which have become so neglected "that they can scarcely be reckoned among existing institutions," and those which have been opened in various places by provincial officers for special purposes. As a whole, education is systematically left to private enterprise and public charity, while the government encourages the establishment of schools by offering suitable rewards and honors to those who found them. The colleges, so-called, differ from the schools of the middle and higher classes chiefly in the number of professors and students. The professors teach and the students study, as a rule, nothing but the Chinese language; but colleges, in the sense in which the term is understood in Europe and America, are almost unknown. The gentry are liberal in establishing and contributing to the support of schools, but do not see that they are well kept up; and the custom of employing private instructors is very common. No provision is made for the education of women, and popular opinion is rather against it. Nevertheless, women who acquire learning and are able to make a display of it, are honored. As a whole, President Martin has a poor opinion of the extent to which education is diffused among the people, and does not believe that more than one in twenty of the men, and one in ten thousand of the women, can read understandingly. On the other hand, he speaks more favorably of the examinations than most other writers, believing that the short-comings of the intellectual culture of the people are owing to other causes than the system of literary competition; while the system

has operated for about two thousand years "as a stimulating and conservative agency, to which are due, not only the merits of the national education, such as it is, but its very existence." He believes, too, that the system has been of political benefit. A competition in mathematics and the physical sciences has been proposed to be added to the subjects for examination. Besides the university at Peking, schools have been established at Canton and Shanghai, which had, at the time Prof. Martin's report was made, 40 students each; and three or four schools were maintained in connection with the arsenal at Fuh-chau, with an aggregate of 300 pupils. The interest taken in the establishment of provincial schools was shown by the fact that recently more than 300 new schools were reported as opened in one department of the province of Canton, as the result of official influence, but not at government expense.

Mr. Yung Wing, Chinese Commissioner of Education in the United States, reported officially to the Bureau of Education, in March, 1876, that since the arrival of the first detachment in 1872, three more detachments of Chinese students, of thirty persons each, had come to the United States—in 1873, '74, and '75—thus completing the number of one hundred and twenty, as especially determined upon by the Chinese government. Most of the students of the first detachment (1872) had joined classes in public schools and academies, and were studying algebra, Greek, and Latin, and expected to enter colleges and scientific schools in about three years. The members of the other detachments were still prosecuting their English studies. A few of them had exhibited a decided taste for drawing and sketching; and specimens of their work, as well as manuscripts of their written examinations, were placed in the Centennial Exhibition.

CHRISTIANS, or Christian Connection.

The *Christian Almanac* for 1878 includes Antioch College, with the Ohio Free Normal School, which is attached to it, among the denominational institutions, and names seven others: Union Christian College, Merom, Sullivan Co., Ind.; Proctor Academy, Andover Centre, N. H.; Eaton Family School, Middleboro, Mass. (established in 1854); Christian Biblical Institute, Stanfordville, Dutchess Co., N. Y.; Starkey Seminary, Eddytown, Yates Co., N. Y.; Weanbleau Christian Institute, Hickory Co., Mo.; and Denver College and Normal School, Ind.

CLASSICAL STUDIES. There has been quite apparent in certain directions a strong reaction against the prominent position of classical studies in higher education. In an address delivered before the National Educational Association in August, Prof. A. B. Stark, LL.D., president of Logan Female College, at Russellville, Ky., emphatically condemned the giving to the study of Latin and Greek the time and attention which it usually receives in higher educational institutions, taking the ground that "the

study of the English language and literature should occupy the central place — the place of honor — in every scheme of higher education for English-speaking men and women." "Latin and Greek," he asserted, "being almost valueless in the work of fitting one for the duties of modern life, and by no means indispensable in the work of mental development, were, therefore, to be relegated to the position of pleasant accomplishments, or of professional helps for ministers, teachers, and specialists." In support of this position, he cited the following statement made by Mr. A. J. Ellis, formerly president of the English Philological Association: "There are certainly not five in a hundred of those who learn Latin in our schools, who can read with ease an unconned piece of Latin, or write off-hand a Latin letter on a familiar subject. I need not say a word about Greek." Prof Stark, remarking upon the superficial attainments usually made by college students in the classics, asserted that, although he had "spent the best years of his life in studying these languages," he could not read with readiness and fluency an unfamiliar passage, and that he had "never known a man who could do it." Hence, he condemned the study as an "arrant failure." Prof. Thomas R. Price, professor of Greek in the University of Virginia, in a paper on *The Study of English as Introductory to the Study of Latin and Greek*, read before the Association, urged that "the only rational preparation for the study of Greek and Latin is the scientific and practical study of English;" contending that the difficulties encountered by students in classical studies, and the imperfect attainments in them, are due to their imperfect knowledge of their own language. This, of course, inverts the common argument in favor of the usefulness of these studies, that they facilitate the acquisition of the mother-tongue. — Prof. Palmer, professor of Latin in Oxford University, England, in a public address, expressed the opinion that "classics and mathematics have proved, and are likely to prove, the best staple for the highest English education." He seemed, however, to favor the exclusion of Greek from secondary schools, but said that "for the highest education the classical languages are indispensable."

The new Prussian educational law, which has been for several years in preparation, and which, on account of the prominent position of Prussia in the educational world, is awaited with great interest, not only in Prussia, but in other parts of Europe, has caused an animated discussion on the value of classical studies, and the position which should be assigned to them in the different kinds of state institutions. While the representatives of the *real schools*, the number of which is rapidly increasing, readily admit the importance of these two studies in general, and especially as part of a higher literary education, they advocate a reduction of the time devoted to them in the education of young men who are preparing to enter upon the practical vocations of life. Whatever concessions in this

respect may be made, it appears certain that the course of instruction in the classical languages prescribed for the gymnasium will not be materially changed. At the 32d annual meeting of German philologists and professors, which was held at Wiesbaden Sept. 26th, 27th, and 28th, and which was attended by more than 800 scholars, the president, Dr. Pähler, spoke in his opening address on the proper use of classical studies in the gymnasium, and the right method of pursuing them. The organization of the German gymnasium, he thought, was capable of improvement in some particulars, but on the whole was eminently satisfactory. The study of the classical languages, and especially of Greek, should, from practical as well as disciplinary reasons, be retained. The classical languages, he said, subject the minds of our youths to a wholesome discipline and teach them to think correctly. Scholars must become familiar with the spirit of classical antiquity, which continues to influence our modern art, science, and civilization. From the Greek statues we have learned the lines of beauty and correct proportion; and German literature has been built up, from its very foundation, by the aid of classic antiquity. The continuance of these influences is the more to be desired, since so many models are presented to us at the present time which lack the symmetry belonging to those of ancient antiquity.

The ratio which the classics bear to other studies in the Prussian gymnasium, with which the gymnasia of all the other German states substantially agree, may be seen from the following course of instruction prescribed for the nine classes:

CLASSES.	Weekly Recitations.		
	Latin	Greek	Total
1 a.....	8	6	30
1 b.....	8	6	30
2 a.....	8	6	30
2 b.....	10	6	30
3 a.....	10	6	30
3 b.....	10	6	30
4.....	10	6	30
5.....	10	—	30
6.....	10	—	23

Germany is still in advance of all other countries in the number and value of its publications pertaining to the classical languages. (See *Cycl. of Ed. arts. LATIN, and GREEK.*) Of special interest to the classical scholars of all countries are those German periodicals which chiefly or wholly treat of classical studies, with the design of acquainting their readers with the current progress in this department. In 1877, the following were published:

Anzeiger, Philologischer (supplement to the *Philologus*), published by E. von Leutsch, monthly; *Jahrbücher, Neue, für Philologie und Pädagogik*, published by Fleckeisen and Masius, monthly; *Jahresbericht über die Fortschritte der classischen Alterthumswissenschaft*, published by Bursian, monthly; *Museum*,

heinisches, für Philologie, published by Ribbeck and Klette, quarterly; *Philologus*, published by E. von Leutsch, quarterly; *Zeitschrift für das Gymnasialwesen*, published by Hirschfeld, Hofmann and Kern, monthly; *Zeitschrift für die österreichischen Gymnasien*, published by Tomaschek, Hartel and Schenkl, monthly; *Zeitschrift für das höhere Unterrichtswesen Deutschlands*, published by Weiske, weekly.

The *Neue Jahrbücher für Philologie und Pädagogik* is one of the oldest and still one of the standard German periodicals devoted to classic philology. It was begun in 1826, by Prof. J. C. Jahn, and is divided into two sections, one devoted to classical philology, the second to gymnasium pedagogics and other branches. The former is edited by Prof. Fleckeisen of Dresden, the other by Professor Masius of Leipsic. The articles contained in the former relate exclusively to the languages and literatures of Rome and Greece. The second section contains many articles of general interest for all teachers. Among the longer articles in the volume for 1877, we notice, among others: *Hamann as an Educator*, by L. Schmidt; *Didactic Studies*, by O. Altenburg; *On Education in England; In regard to some Educational Questions in Germany and France; The Education of Candidates for Higher Educational Institutions*, by Noetel. — A general index of the first fifty volumes of this periodical (*Repertorium über die ersten fünfzig Jahrgänge der Jahrbücher für Philologie*, 1826—1876) was published in 1877.

The *Jahresbericht über die Fortschritte der classischen Alterthumswissenschaft* (*Annual Report on the Progress of Classical Philology*), edited by Professor Conrad Bursian, of Munich, was, in 1877, in its fourth year. It is a monthly periodical, its title *Annual Report* referring not to the period of its issue, but to its scope, which is limited to the literary productions of one year. The volume which appeared in 1877, contained a review of the works issued during the previous year; while the appendix, which is entitled *Bibliotheca Philologica Classica*, gives the titles of the books published in the current year, in systematic arrangement. As the title indicates, this periodical is intended to be a guide through all the publications relating to the Roman and Greek languages and literatures, and to state in an objective way every thing of importance to be found in new books and periodicals. The fourth volume, containing a report on the books published in the course up to the year 1877, is divided into three parts, severally devoted to Greek literature, Roman literature, and the science of classic antiquity in general. These divisions are subdivided into a number of sections, each of which has a special editor.

CO-EDUCATION. — The much debated question of the co-education of the sexes still continues to be one of the most exciting topics of discussion among educationists, the number of girls in this country, who desire a higher education being exceptionally large, and the means for attaining such education being almost exclusively confined to colleges for the other sex. The agitation of the subject, therefore, is carried

on simultaneously in various parts of the country, and temporarily settled in each with more or less excitement according to the size of the majority of its advocates or opponents, or the zeal or ability with which it is taken up. The most noteworthy revival of interest in this question occurred in Boston during the past year, and grew out of a petition presented to the school-board by a committee of the Society for the University Education of Women, asking that girls be admitted to the Boston Latin School on equal terms with boys. Remonstrances and counter-petitions were at once presented; and, in a short time, many of the most eminent men of Boston and its vicinity, together with college presidents and distinguished educators from other parts of the country, were drawn into an animated discussion, in which all the old and apparently unanswerable arguments on both sides were presented anew with more than usual precision and force. The question was reviewed from the various stand-points of the tax-payer, the lawyer, the physiologist, the moralist, and the teacher; and the anxious inquirer on the subject has only to read the report of this interesting debate to get a tolerably accurate idea of the strong positions which may be taken by either side, and a fair epitome of nearly every important utterance on the subject during the last twenty-five years. The matter ended in a partial triumph for the petitioners, a separate department being organized in the Latin School, in which girls are to be granted the same facilities for instruction as boys. The earnestness with which this question is always taken up is due, of course, to the general conviction that any departure from the old method of a separate education of the sexes would at once open the door to an immediate and general adoption of the opposite method; and so apprehensive are the opponents of co-education of the disastrous results to society which must follow such a course, that in any discussion of the subject which seems to threaten the stability of the prevailing system, legal and economical objections are soon lost sight of, and attention is concentrated upon the vastly more important consideration of its moral, social, and hygienic phases. Nearly all the heat evolved in the discussion at Boston came, as it usually does come, from a theoretical consideration of the subject; while the results which have been reached in numerous places in which co-education has been attempted, and is now going on, were almost entirely overlooked. It should not be forgotten, however, that co-education in this country has already passed beyond the purely speculative stage, and has reached that of actual experiment, with certain well-defined results. For a succinct history of the movement in the United States with the opinions of several prominent men regarding it, see *Cyc. of Ed.*, art. CO-EDUCATION. To the testimony there presented, not only of its feasibility but of its advisability, must now be added evidence drawn from the working of the system during the past two years. In

Cornell University, where young women have for some time been received on an equal footing with young men, no doubt seems to be entertained of the success of co-education. The age at which female students may be admitted there has been fixed at seventeen, while those of the other sex are permitted to enter at the age of sixteen. Female students choose their own boarding-places, and are treated in every respect as entirely responsible for their conduct; and no deterioration — mental, moral, physical, or social — has thus far been noticed. In mental attainments they rank higher; but this is accounted for by the greater maturity of mind due to their superior age, and their exemption from military drill, which the young men must attend, and on account of which they are taken a considerable time from their books.

As an offset to this favorable showing, the board of visitors of Wisconsin University take strong ground against the identical course of instruction to which both sexes are subjected in that institution, because of its evil effect upon the health of the young women. They recommend the separate instruction of the sexes, and a special curriculum for each, so as to produce a difference in attainments — such difference, in their opinion, being desirable. Their report on this head closes with the following words: "We are forced to the conviction that there is, at present, a marked disparity between the health of the men and women of the university, and that, as a class, the women present undoubted evidences of physical deterioration. If the board of regents, however, consider it expedient to alter the curriculum in any way, we would earnestly recommend that particular attention be paid to the physical well-being of the female students." President Bascom, however, dissents from the view taken by the board of visitors. We quote his words, omitting, through want of space, all matter not strictly relevant, but not wresting his words from their true connection or straining their sense in any way: "Contrary to the opinion of the visitors, the young women do their work with less rather than with greater labor than the young men, and certainly do not fall below them in any respect as scholars. The young women whose health was primarily the ground of criticism, have improved in strength rather than deteriorated since they have been with us, though they have burdened themselves with extra work, which we do not counsel. The exact number of students in our collegiate and dependent courses is 357. Of this number, 93 are young women — a trifle more than one quarter. During the past eight weeks — the most trying weeks in the year for students — there have been 155 days of absence from ill health on the part of the young men, and 18 on the part of the young women. The young women should have lost, according to their numbers, 54 days. The students were not aware that any such registration was being made. I explain the facts in this way: the young men are not accustomed to confinement

and, though sun-browned and apparently robust, they do not endure the violent transition as well as women. Study is more congenial to the habits of young women, and the visiting committee are certainly mistaken in supposing that they have to work harder in accomplishing their tasks. The reverse is true. A second showing of the registration, which I had not contemplated, but one very interesting, is this: the absences of the young women are almost exclusively in the lower classes. Of the 18, two are in the Sub-Freshman, 14 in the Freshman, one in the Sophomore, one in the Junior, and none in the Senior. The absences of the young men are evenly distributed, on the other hand, through the entire course."

In the Michigan University, the tendency is constantly toward an extension of the system of co-education, the medical department having recently been thrown open to women upon the same conditions as those required of men. Instruction, however, is given separately, and the two sexes in this department do not meet except in the classes of chemistry. Concerning the thorough preparation of the young women who have graduated at the university, as shown by their success afterward, President Angell says: "It is gratifying to see how readily the more gifted young women who have graduated here, especially those who have taken the full classical course, have received conspicuous positions as teachers in high-schools, seminaries of the advanced grade, and colleges for women." — Chancellor Crosby of the University of New York, an institution which has resolved to open its doors to women within the last year, thus expresses himself in regard to the mental ability of women to compete with men in a co-educational course, and the results which would flow from such competition: "Women have had no more difficulty than men in mastering linguistic, mathematical, scientific, and philosophic truth; and if the opinion has prevailed that such learned women make poor wives, it is because, under the pressure of society hitherto, only pushing women could attain these high ends. But let society be such that modest and retiring women can equally achieve and excel in high studies, and we shall lose this false opinion about 'blue-stockings.' We shall find that the truest examples of domestic happiness are when both husband and wife have reached, by careful study, the higher realms of thought, and have thus enlarged the field of their common pursuits. We shall find that the color of the stockings is not altered by any amount of thorough culture, and that feminine delicacy is but promoted by the sharpening of the perceptive and discriminating faculties." — President Porter of Yale College in his letter, read at the Boston controversy, uses the following language: "I must suppose that those who favor such a measure for the public Latin School would also desire to bring boys and girls together in educational institutions of every description, from the primary school to the college and university.

There can be no serious objections to the presence of children of both sexes in elementary schools, for the most obvious reasons. But the reasons are as obvious, in my judgment, why boys and girls from the ages of 14 to 18 should not recite in the same class room, nor meet in the same study hall, nor encounter one another in the same passages of a large public school. First of all, the natural feelings of rightly trained boys and girls are offended by social intercourse of this sort, so frequent, so free, and so unceremonious. Civilization of every description, and Christian civilization pre-eminently, is grounded in, is sustained by, certain restraints of modesty and reserve in the relations of the two sexes. These restraints are recognized as of special importance while boys and girls are becoming young men and young women. That which is accepted and enforced as a restraint in the beginning of civilization is recognized as a grace where civilization is advanced, when manners are established by the intelligent consent of the community, and modesty becomes a second nature and an established law. We ought not to forget that, though our civilization is greatly advanced, yet in education we are renewing and re-inforcing upon 'new and raw material,' the processes through which communities have slowly emerged from barbarism to Christian manners and sentiments. If, in any of the stages of education, we expose our growing boys and girls to that familiarity which offends or weakens modesty, we tend to barbarism and immorality." — The above is probably a fair expression of what, in all such discussions, is known as the "conservative sentiment." How far, however, the forebodings of the conservative sentiment concerning co-education are borne out by the results ensuing from its adoption, the following testimony of school superintendents, in part at least, show. Superintendent Pickard, of Chicago, says: "The Chicago schools are organized throughout upon the system of co-education of the sexes; my own opinion is strongly in favor of the plan, and the public sentiment of the city is strongly upon the same side." Superintendent Peaslee of Cincinnati, says: "The sexes are educated together in our schools. Public opinion is in favor of co-education. In my opinion, it is better for both sexes." Superintendent Bolander of San Francisco, says: "We have sixty-nine buildings: only in six are the sexes separated * * * * My long experience has taught me that mixed classes are easier governed, and more readily instructed. The quiet influence of one sex upon the other, even in classes of beginners, is simply indescribable, and becomes very evident, if one has the opportunity of seeing boys and girls in classes consisting of one sex only. * * * * When we admit young ladies into our universities, normal schools, and high schools, to study with young men, and fear not, why should we separate them, when quite young, in the public school?" Superintendent Caldwell, of Nashville, says: "In our schools, the sexes are sepa-

rated in only four rooms * * * * Teachers, parents, and the board would all be opposed to the separation." — If, now, we add to the testimony thus adduced, the far more important fact that in very many other cities and towns, and in all the district schools of the country, almost without exception, boys and girls are educated together, it will seem that the question of co-education has almost settled itself. The case, therefore, stands thus: The great majority of the boys and girls of the United States receive in each other's company all the instruction they get. This instruction ends, say, at the age of fifteen. To the comparatively few women, thus far, who have desired a higher education, several of the more prominent colleges for young men have opened their doors; and in most, if not all, of them the effect has been beneficial. There is, therefore, very strong presumptive evidence that during the remaining two or three — or at most four — years of a young woman's school life (that between the ages of fourteen and eighteen), the system of co-education may be employed without harm. What preservative influences are exerted from childhood up to the age of fourteen, it is asked, and again from the age of eighteen on through a four years' college course, which are not operative also between the ages of fourteen and eighteen? Has nature, in other words, so set apart this period of four years by a sharp line of demarcation that co-education may not lead its pupils across the boundary, except under penalty of permanent blight to female modesty? Is the glory — the whole moral and social life, even — of woman held in so delicate a balance during this critical era, that its very existence hangs upon the passage of a school law? Or, may we not rather suspect, either that our apprehensions concerning the evil consequences of co-education are largely conjectural, or that our conception of the nature of genuine modesty is warped and false? Are we to believe that the power of womanly instinct, under all other circumstances and conditions so confessedly strong, is here inoperative? Or, shall we not rather conclude that the association of boys and girls together, under the ordinary conditions of a well-ordered school, would have a mutually corrective influence — would tend to destroy that morbid mock modesty which springs from the exercise in solitude of a too active imagination, and which is itself the beginning of immodesty, and to substitute that essential, genuine modesty whose root is truth, whose atmosphere is mutual trust, and whose fine flower is purity? Setting aside all preconceived opinions, and viewing the subject in regard to its practical operation only, there would seem to be no reason why boys and girls, who associate together constantly, and in a hundred ways, in other places, may not also be brought together, under proper discipline, in the school-room. If there be, as many claim, an inherent difference in the mental constitution of the sexes, in consequence of which the faculties of one or the other are dan-

gerously strained by certain studies, may we not accept this as nature's warning that our school course needs correcting, rather than as an indication that the sexes should not be educated together? Surely, our success in the education of young men has not been, thus far, so complete as to lead us to adopt without hesitation any particular course; while, on the other hand, it may reasonably be urged that if the mental nature of man and woman are complementary, and marriage is the natural relation, our school systems should strive to educate these future partners toward rather than away from each other, in order that the sympathy which springs from unity of thought and purpose may afterward conduce to mutual happiness. Already, the objection is raised that the training given in the common schools is intellectual only; that little attention is given to moral education, and none whatever to social, beyond that negative instruction which is given in the shape of punishment for such infractions of the merest rudiments of either as are needed in the way of discipline.—Quite as important as the effect produced upon girls by co-education should be considered that upon boys; yet the inquiry is seldom extended in this direction, so anxious have we been to shield from contamination that maidenly reserve, which we have assumed to be of so frail a character, and so prone are we, in the pursuit of preconceived results, to pass by those which seem to lie out of the direct line of inquiry. Setting aside for a moment, however, the probability that this reserve is not a plant of delicate growth, but one of such robust stock that its roots strike deep down into character, it will certainly be allowed that, if by the introduction of girls into the school-room their own instincts are in no way harmed, while the rudeness of the other sex almost entirely disappears, the experiment is more than justified by this double benefit. Fortunately we are not without evidence on this point, special attention having been given to the subject by the school officers of the city of New York, when, in 1874, the addition of a large suburban tract brought under their jurisdiction a number of mixed schools. The operation of the co-educational method was then noticed more particularly, because these schools presented such a marked contrast in this respect to those of the city proper, and also because the subject of co-education was at that time receiving a large share of public attention. The result of this investigation seems to have confirmed the conclusion reached by the school officers of other cities in which co-education had been for many years the prevailing practice.—In *secondary education*, the tendency is strongly in favor of the co-education system. Of 1,229 schools reporting to the Bureau of Education in Washington, in 1876, there were 698 mixed schools, with 69,977 pupils; while the separate schools were only 531, with 36,670 pupils; and of these schools 321 were for girls. This shows that 57 per cent of these schools favored the plan of co-education.

COLOMBIA. The total number of primary schools in this republic was reported, in 1875, as 1,159; and the number of pupils attending them, as 70,818 (males, 49,407; females, 21,411). In 1876, the number of pupils was reported as 73,696, showing an increase of 2,878 during the preceding year. — The appropriation, per 100 inhabitants, made for the support of primary education in the different states was as follows:

Cundinamarca.....	\$37.43	Cauca.....	\$12.00
Santander.....	29.14	Boyaca.....	8.39
Antioquia.....	18.04	Bolivar.....	8.27
Magdalena.....	15.83	Panama.....	5.99
Tolima.....	12.54		
Average.....			\$16.40

In 1875, the number of students receiving instruction in the several normal schools was 198, of whom 87 were supported by the national government, and 40 by that of the states.

COLORADO. The constitution under which this state was admitted into the Union, in 1876, provides for a system of free schools throughout the state, open to all residents between the ages of 6 and 21 years, without distinction of race or color. The school law passed by the first General Assembly of the state, and approved March 20, 1877, made only such additions to the previous territorial law, as would bring it into conformity with the new constitution. It creates a state board of education, consisting of the secretary of state, the attorney general, and the superintendent of public instruction. The last is president of the board, and holds office for two years. County superintendents are also elected biennially, and district trustees, to which latter office women are eligible, and in the election for which they may vote. Each district must maintain a school at least three months in the year to entitle it to any portion of the school moneys. The school fund, which is made up in the usual way, is to be kept inviolate, and only the interest expended for the maintenance of schools. Power is conferred upon the General Assembly to compel all children capable of attending school to do so for three years; while grants in aid of sectarian schools, the teaching of sectarian tenets, and the prescription of text-books are declared to be illegal. The first *state superintendent* is the present incumbent, Joseph C. Shattuck, who was elected in November, 1876.

[Mr. Shattuck was born in Marlboro, N. H., and received his early education in the common schools of that state; he subsequently attended Westminster Seminary, Vt. He has served as a teacher in New Hampshire, New Jersey, Missouri, and the state in which he now resides.]

According to the biennial report for the year 1876, the *school statistics* are as follows:

Number of children of school age.....	21,962
" " " enrolled in public schools.....	14,364
Average attendance (estimated).....	8,000
Number of school-districts.....	341
" " school-houses.....	217
" " teachers, males.....	176
" " " females.....	225
Total.....	401
Average monthly salary of teachers, males.....	\$60
" " " " " females.....	\$48

The total receipts for school purposes were:

From county and district tax.....	\$197,461.00
" bonds, penalties, etc.....	32,426.00
" other sources	40,969.00
Total.....	<u>\$270,856.00</u>

The expenditures were:

For salaries of teachers and superintendents.....	\$137,345.00
For sites, buildings, and furniture.....	67,180.00
" fuel, rent, repairs, etc.....	28,774.00
Total.....	<u>\$233,299.00</u>

Normal Instruction. — No provision has yet been made for the systematic training of teachers, beyond the organization of a normal class in the Denver high school. — The first state teachers' association held its session in January; the Teachers' Association of Jefferson county began its work by a two days' session in Golden in November. The state superintendent and several prominent teachers assisted in the organization of the latter, and much interest was manifested on the occasion.

Secondary Instruction. — Ample provision is made by the new law for the establishment of public high schools when called for; but the necessity for such schools has not thus far been felt outside of a few of the larger cities. In 1873, a high school was opened in Denver, which provides two courses — a general and a classical course — of four years each. The number of its regular daily teachers was 3, the number of pupils 103 — boys 45, girls 58. In Boulder City, also, a high school class was organized in the same year, from which a small number of pupils have already graduated. In addition to these, a few private schools of this grade have sprung up in different parts of the new state. These are chiefly controlled by the religious bodies, the Episcopalians and Catholics being, in this respect, most prominent.

Superior Instruction. — The new state university at Boulder City was inaugurated on the 5th of September. This institution was located at Boulder by an act of the territorial legislature, passed Nov. 7, 1861; in 1871, fifty-two acres of land were conveyed to the trustees for university grounds; and, in 1874, the legislature voted an appropriation of \$15,000 for the university on condition that the people of Boulder City would donate an equal amount; which having been done, the university building was commenced. This building covers a space of 112 feet by 81 feet, and is four stories high. The constitution of the state provides for the election of six University Regents, by whom Dr. Joseph A. Sewall, formerly professor of natural sciences in the state normal school at Normal, Ill., was chosen president. The university opened with 50 students. — Some progress has been made in the improvement of the property of the State Agricultural College, at Fort Collins, which was established in 1870. — There is a school of mines at Golden.

Special Instruction. — The first step towards the establishment of an institution for imparting

this kind of instruction was taken in 1876, when possession was taken of the new building for deaf-mutes, which was erected on ground given by the Colorado Springs Company. In 1876, the number of pupils was 20 — 11 boys and 9 girls. The course of study does not differ materially from that of other institutions of the kind.

DENVER. In this, the chief city of Colorado, the educational activities of the state naturally center. Its population in 1873 was estimated at 15,000; and the increase of pupils enrolled in the public schools since that time shows that it must be now much larger. The city is divided into three school districts, and has a board of education consisting of six members who hold office for two years, three retiring each year. The chief executive officer is the superintendent. This position has been filled since 1874 by Aaron Gove. The city system comprises a primary, a grammar, and a high school course, each of four years' duration; and arrangements have been completed for adding a university course of four years more. The *school statistics* for 1877, are as follows:

Number of children of school age (6 to 21 years).....	2,481
Number of children enrolled in public schools.....	2,078
Average daily attendance	1,281
Number of teachers.....	33
" " school-rooms.....	28
Total expenditure for school purposes.....	\$59,060.96

COMMON-SCHOOL EDUCATION. The character, scope, and present errors and shortcomings of common-school education in the United States have received, during the year, considerable attention and criticism; the latter, on several points, quite unfavorable. It has been alleged that the instruction given is not sufficiently thorough and practical. "We produce," says Wendell Phillips, "only the superficial culture we strive for. Now I claim that this kind of education injures the boy or girl in at least three ways: first, they are able only by forgetting what they have learned, and beginning again, to earn their day's bread; in the second place, it is earned reluctantly; third, there is no ambition for perfection aroused." In relation to the education of girls, he asserted that "four-fifths of the girls you present to society at fifteen cannot read a page intelligibly." Chancellor C. O. Haven of the Syracuse University, while denying with considerable emphasis the strong and sweeping assertions of Mr. Phillips, yet asks, "Why should a girl be allowed to graduate from, or even into, a high school without knowing pretty thoroughly the theory and practice of the preparation of food and clothing for a family, and, indeed, all that could well be taught in school, that a house-keeper and a nurse should know? Indeed, the elements of industry, and of morality, and of genuine religion, are of more use to nearly all of our pupils than the higher arithmetic, the lower, and usually utterly useless algebra, and the smattering of history and abstract sciences often taught." In an address delivered in October

before the state educational convention of California, Superintendent E. S. Carr contended for more technical education in the common schools, remarking in this connection:

"I hold it to be a correct principle, that while the common school does not aim to make farmers or mechanics, but leaves this to special schools, it is the business of the common schools (which educate the masses of the industrial population) to teach the elements of technical knowledge, both scientific and artistic. And I hold it to be quite as much the duty of the state and municipal governments to provide special schools of an industrial character as to support high schools. . . . It is a delusion to expect our tax-payers to keep on paying (aside from the cost of text-books and including interest on school property) \$3,343,553.82 for schools, while jails, asylums, almshouses, and prisons are crowded with the vicious, the incapable, the criminal classes, without asking does public education pay in industrial power, in civic ability, in public and private virtue?"

The same sentiment was expressed by the Hon. M. A. Newell, president of the National Educational Association, in an address before the Association, in August last, on *Education and Labor*:

"The school system, as it operates at present, does not go down low enough. It does not stoop to take in the very classes that need it most. There is growing up in all cities, towns, villages, and even in some country districts, a class of young people who must either live by honest labor or by crime, and they are not taught to labor; what does the public school do for them? Not only does the public school not penetrate deep enough to reach the lowest strata of society, but its lessons are not sufficiently broad and practical to meet the wants of the majority of those whom it does reach. The true theory of a common-school programme is that every step shall be the best possible preparation for stepping out rather than for stepping up. Looking at the average common-school programme in the United States, it will be found that the interests of the few who complete it, are studied more than of the many who do not complete it. By judicious management, one-half of the time given to spelling, arithmetic, grammar, and geography could be saved, to the great advantage of the pupils. The time thus saved should be given to reading, drawing, composition, positive and systematic instruction in morals, and the elements of political economy. A knowledge of some form of industrial labor is at least as necessary as a knowledge of books, and the state which acknowledges its obligation to teach children to read, cannot logically deny its obligations to teach them to work. The public school system cannot be regarded as complete till to its departments of language, mathematics, science, etc., there is added another to which these are the stepping-stones—a department of manual labor."

A similar opinion was expressed a few months ago by Mr. Charles Francis Adams, Jr., who used the following language:

"My observation of grammar schools leads me to believe that, as a rule, so far from getting their scholars up to 'physics,' and 'physiology,' and 'constitutional law,' they fail to teach them thoroughly the 'three R's.' If any one curious on this subject will question the teachers of the Boston High School, they can, if they get any information at all, get what will astonish them. So far from being thoroughly grounded in the rudiments, I do not hesitate to say that among those sent up from our grammar to our high schools, the scholar who can really read and write is the exception, and not the rule. I do not mean, of course, that the graduates of our grammar schools cannot blunder and stumble through a printed page, jumping the hard words, or scrawl an ill-expressed, illegible, badly-spelled something on a sheet of paper. This they can do; but, as a rule, that is about all."

The *Educational Weekly*, in commenting upon the work performed by the common schools, says:

"Our common schools attempt too much, and they attempt that in the wrong way. Their chief business is not to cram a little of everything into the heads of their pupils, but rather to train them to the right use of their powers, and thus lay the foundation, and inspire the right disposition, to make life a perpetual school. A few essential, fundamental things should be done, and well done. Their work should be limited to the essentials, and not until these are accomplished, should the schools be allowed to undertake the desirables."

Criticism so uniform in character, and coming from sources so many and so diverse, deserves a careful consideration. While there can be no question of its justness in some respects, there can be as little doubt that it is too sweeping. Such conclusions are generally reached after too little examination. A single incident, with some mental dispositions, leads to a generalization covering thousands of separate cases and facts. There is much testimony which strongly and generally commends the system of common-school instruction, in the cities particularly, of the United States.

An argument against the present efficiency of the common schools has been based upon the results, in recent years, of the examinations for admission to the West Point Military Academy; and President Hinsdale, of Hiram College, in an address before the N. E. Ohio Teachers' Association, quoted the following statement by Prof. Church of the Academy:

"I have to say that from my experience in the examination of candidates for admission to the Military Academy, I am satisfied that there is somewhere a serious defect in the system of instruction, or in its application, in the schools of our country for education in the elementary branches, particularly in arithmetic, reading, and spelling. I think our candidates are not as thoroughly prepared as they were twenty years ago. The following summary of the results of the examination of candidates for admission to West Point, makes a striking impression:

In 1840 out of 106 candidates, 8 failed in examination.
" 1850 " " 98 " 3 " " "
" 1860 " " 84 " 12 " " "
" 1870 " " 163 " 73 " " "
" 1874 " " 175 " 66 " " "

General W. T. Sherman, in an address before the Washington University, St. Louis, endorsed this unfavorable view of the results of common-school instruction at present in the following words:

"In these days, when common schools have a strong hold on popular sympathy, it requires some courage to speak the truth; but I hold that all who are interested in this great subject of education, are indebted to Prof. Church and to the Board of Visitors, for this warning."

The same subject was referred to at the special meeting of the National Educational Association held in December last, in an address by Hon. George B. Loring, of Massachusetts, who claimed that the candidates for admission to the West Point Academy were not so well prepared as those who presented themselves twenty years ago. But this statement was strongly controverted by Superintendent Wickersham, of Pennsylvania, and Superintendent Philbrick of

Boston, who asserted that the standard of examinations at West Point had been changed; and also that the fault was not in the common or high schools, but in the careless manner of appointing candidates by members of Congress, notwithstanding the occasional resort to competitive examinations, in order to select such candidates. — The position taken by the managers of West Point has also been met by the statement that in the West Point examinations many of the requirements are obsolete; and that the improved treatment of elementary subjects, such as arithmetic, geography, and grammar, now prevailing in the common schools, have been ignored in the examinations at the Academy. — It would appear, therefore, that there is but little force in this argument against the present system of common-school instruction.

In the report of the United States Commissioner of Education, which is embodied in that of the Secretary of the Interior, dated November 1st, 1877, the following statements are made :

"A comprehensive review of the statistics of education in our country, in 1877, afford some evidence of improvement over the same, in 1876. In the public schools, with reduced expenditures for salaries and buildings, there has been an effort to improve the quality of instruction by making it consecutive, and by bringing it more into harmony with the development of the child's nature and the necessities of his future occupations. Natural science has been taught less from text-books, and more from specimens, and in the field. Industrial drawing, as an element of popular instruction has made much progress."

COMPULSORY EDUCATION. The attempted reform implied by this phrase — a reform which many states of the Union in their zeal for education, have sought to place beyond the possibility of defeat by incorporating into their laws the only measure deemed capable of effecting it — has not, thus far, succeeded in getting beyond its initial stage. At first sight, nothing would seem more likely to be received with favor, in a country where the conviction is general that the very existence of the government rests upon the intelligence of the people, than a proposition to compel every child to attend school long enough to acquire the rudiments of an education. Yet even in the oldest and most enlightened states — those whose school systems have been most carefully amended from time to time, and whose annual reports show that their people are most enthusiastic in the cause of education — the project is coldly received, and both truant and compulsory attendance laws are enforced with great difficulty. This is probably due to that extreme love of personal liberty, which is the natural outgrowth of American institutions, and to the fact that there is a very general appreciation of the benefits and need of education, and hence no strikingly obvious need of such stringent legislation. Besides, the actual necessities of parents

compel them to avail themselves of their children's services and day labor at a very early age; and they, as a matter of course, resist the enforcement of a law which appears to interfere with their natural rights. However much we may theorize upon the advantages of education, however strongly we may insist upon its absolute necessity in a country where every citizen is presumed to take an active part in the management of affairs, and where his success in life depends directly upon the thoroughness of his equipment for that sharp competition in which he is certain to engage, these advantages and this necessity are at once seen to be weak, and of figurative value only, when brought into conflict with that sterner and more immediate necessity which compels every one to toil for his daily bread. And if, at any time, the wages of a child are found to be necessary to his own or his family's maintenance, it may safely be said that any law which attempts to prevent the earning of these wages by substituting the secondary and more remote advantages of an education, will be persistently and successfully evaded. It matters little whether the parents' estimate of the condition in which the child or the family should be maintained rests upon the most unreasonable or whimsical basis; so long as they regard this condition as indispensable, its maintenance assumes all the force of imperative necessity, and any attempt to oppose it must end in discomfiture. With those on the other hand, who are not compelled to place their children at work at an early age, the reception of the law has not been more cordial; or, at best, has met with only a lukewarm approval, unaccompanied with that corresponding action which alone can make it of practical value. With such slight emphasis do the interests of the mass, as compared with his own more immediate ones, appeal to every man; and so instinctively does he recognize the fact that the first function of government is the protection of the individual and not the maintenance of a mere abstraction called the state, that the provision which he makes for the education of his own children is usually regarded by him as the limit of his duty, beyond which he cannot properly be called to go. So long, therefore, as a vast unsettled territory furnishes to the ignorant unemployed a new field for gaining a livelihood, and to the criminal a refuge — both of which classes would otherwise, through their ignorance, be a menace to the community — but little aid will probably be given by the people of the United States in carrying out a compulsory attendance law; and without such aid, it is not too much to say that the most strenuous efforts of school officers can hardly prevent such a law from becoming a dead letter. Strong and universal as the conviction is that an education is indispensable to every citizen, it is not likely that the individual will devote much of his time solely to the general good, till some alarming exigency rouses him to a consciousness of the fact that his own interests and those of the

public are one. That this is not an exaggerated statement of the present attitude of the people of this country toward the compulsory attendance law, the following facts, which have transpired during the past year, seem to show.

State Superintendent Briggs, of Michigan, says: "We have had a law upon our statute-book for nearly six years past to compel children to attend school, and not a single instance of its enforcement has yet been reported. A disposition on the part of school officers to ignore the law prevails everywhere, and this statement is fully confirmed by the testimony of the superintendents of schools throughout the state." Prof. John W. Cook of the Illinois Normal University uses the following language: "The question of a compulsory law is agitating the legislative mind again this winter. Such laws have not been a success where tried. Give us more supervision before a compulsory law. Make the schools what they should be, and there will be little need of such laws." State Superintendent Gilmour of New York, in relation to the city superintendents' reports giving information as to what had been done by the school authorities, during the preceding school year, to enforce the compulsory attendance law, says: "These reports generally show that no steps in this direction have been taken, and that this law in the cities is not enforced, with, perhaps, the exception of the city of New York." — The report of the superintendent in the city of New York, in which an earnest effort appears to have been put forth, and a considerable sum of money expended, in order to carry into effect the provisions of the law, indicates that the results of this attempted enforcement of the law have been very meager, only 435 non-attendants having been brought into the schools, out of an aggregate of more than 120,000. Truancy, however, has in some degree been checked by the efforts of the agents; and the school attendance has greatly increased during the past year, which may have been partly produced by the moral influence of the law.

In *Great Britain*, the conditions of the problem are all widely different, producing, of course, a corresponding difference in results. In *England* especially, the presence of a very large manufacturing population, closely confined within narrow limits and dependent for its very existence upon the fluctuations of trade and commerce, has placed the public security upon a basis so unstable that every disturbing element has, of necessity, to be carefully considered. Not the least powerful of these elements is popular ignorance. In 1870, so great had the danger from this source become, that compulsory education was determined upon by the government. The law, however, was not at first strictly compulsory, local school boards being clothed with authority to compel the attendance of children at school or not, as they saw fit. Even under this law, however, school boards representing 46 per cent of the entire population, and 82 per cent of the borough population, of England and Wales had

adopted compulsory attendance laws. Among these, in the midst of numberless difficulties, and annoyances, the work has gone steadily on, and the results for about five years have been carefully summarized. The increase in average school attendance in a few of the large cities is as follows:

London....	from 174,301, in 1871, to 347,749, in 1876
Liverpool...	" 31,438, " " 45,163, " 1877
Manchester..	" 26,328, " " 34,952, " 1877
Birmingham	" 16,263, " " 38,817, " 1876

The above figures represent the actual increase as shown by the annual reports, no allowance being made for the difference in the ratio of attendance to enrollment which existed in the four cities at the time the law went into operation, nor for the varying rates at which their population increases. Other causes also, depending upon differences in educational advantages and character of population, must be taken into account before any just estimate of the actual progress made can be drawn from these figures. Thus Liverpool, which, in the above table, does not appear to have advanced as rapidly as London, had proportionally a much larger number of its enrolled school children in actual attendance upon the public schools when the law went into effect, besides having a greater comparative number of private schools, and a shifting population of sailors, reported at not less than 14,000. Manchester, also, which shows the least progress, has a population almost stationary; while, in Birmingham, which shows the most remarkable increase of all, the result is attributed to the earnest efforts of the Education League, which had its headquarters there, and felt itself bound to put forth unusual exertions. That it did so is shown by the fact that the ratio of parents prosecuted for not sending their children to school, as compared with that of London in the same respect, was more than two to one. In 1876, England took the last step, in the course upon which she had entered, by repealing the permissive feature of the law of 1870, and enacting a new and more stringent law which made compulsory attendance universal. This law created a school attendance committee where there is a school board, and enjoined upon the committee or board to make and enforce by-laws, in order more thoroughly to carry into effect the provisions of the act. Some difficulties in enforcing it have already been met with, on account of deficiencies or inconsistencies in the law itself; and some of its provisions will not go into full operation till 1881.

In *Scotland*, a compulsory attendance law was put in force in 1872; but here also defects in the law intervened partially to deprive it of its full effect. Nevertheless, the result has been that large numbers of pupils have been added to the school rolls, and the percentage of attendance has been greatly increased. In the two principal cities, Edinburgh and Glasgow, the increase in the average attendance was as follows:

Edinburgh...	from 22,489, in 1873, to 25,309, in 1876
Glasgow.....	" 30,103, " " 42,675, " "

Here again the figures, if taken alone, would mislead. In the capital, where the increase appears to be only about 3,000 in three years, what are known as the free Heriot Schools are reported to do about one-fourth or one-fifth of the whole work of educating the children; and these schools are not included in the above table.

In *Ireland*, there is no compulsory law, and much of the work of education is done by institutions outside of the national organization. The ratio of average attendance to enrollment, at the present time, is 67 per cent; that of England is precisely the same, while that of Scotland is 75 per cent. The increase in average attendance in the three countries, however, shows results widely different; that of Ireland being 8½ per cent in five years; of Scotland 42 per cent in three years; and of England 60 per cent in five years. An article on the *Results of Five Years of Compulsory Education in Great Britain*, which originally appeared in *Mucmillan's Magazine*, Nov., 1876, and has since been republished, with many additions by the author, in the *Report of the U. S. Commissioner for the year 1876*, presents the following conclusions: (1) That the need of the country for compulsory education was very urgent in 1870; (2) That the success of the experiment which has now been tried in Scotland, and in nearly half of England, justifies the modest advances that have been made by the government in the bill of the present year; (3) That compulsion has been carried out in one large city with great efficiency, and with a very trifling amount of legal process; (4) That no connection between stringent legal compulsory action and great educational results is indicated by the figures; and (5) That there is no agency short of compulsion which can bring Ireland up to a level, in popular education, with her sister countries.

In *Italy*, the government and the majority of the parliament are fully agreed in their desire to enforce a stringent compulsory education law; and, as the former legislation on the subject has proved to be inefficient, a new law was passed in July 1877. (See *ITALY*). In *Russia*, the minister of public instruction, Count Tolstoy, is an enthusiastic advocate of the principle; and in a new annual report, published during the year 1877, he referred at length to the preparatory steps taken by him to secure the speedy introduction of the compulsory system throughout the vast empire. (See *RUSSIA*.) In *Belgium*, one of the few countries of Europe in which no steps have been taken for its adoption, an interesting discussion is now in progress in regard to its value. —Jules Carlier, in the *Education Populaire* (Aug. 2., 1877) makes the following remarks on this subject, which are of general interest: "Without any doubt, compulsory education of some kind or other is destined to become a social necessity; it will be legally imposed sooner or later, but we do not think that it would be useful to proclaim it to-day; we are

confident of the correctness of this view. To imagine that a law is sufficient to settle the question, and secure immediately universal education, is utopian; very flattering, perhaps, but idle like everything else utopian. Is it necessary to prove this? The obligation has existed in Spain since Sept. 9., 1859; in Portugal, since Sept. 20., 1844; in Italy, since Nov. 13., 1859; and in Austria, since May 14., 1869. Now, the number of illiterates in these countries is, respectively, 75, 71, 65, and 46 per cent; and yet, in several cases, the penalties threatened by the law are very severe. In Portugal, especially, the father or the guardian of a child who, at the age of fifteen years, is not able to read is for five years deprived of his political rights. France has, since 1870, established a kind of limited obligation. It has expended nearly 485,000 francs, and established 6,000 new schools. Its annual budget is 48,227,500 francs, its schools can accommodate 3,600,000 pupils, the private initiative is immense; and, nevertheless, it educates only 64 per cent of its children from 5 to 13 years of age; while 36 per cent, or 13 per cent more than in Belgium, remain without instruction. We infer from these facts that a law alone is insufficient to insure the success of compulsory education. We are, consequently, of opinion that compulsory education should not be immediately decreed, because it could not be immediately applied; and nothing is more injurious than to make laws which cannot be carried out. But, in the future, compulsion will become a necessity. It is the ideal of all thinking minds; and to prepare the way for its approaching adoption is the imperative duty of all who have charge of public affairs."

CONCENTRIC CIRCLES, System of. Among the new methods of instruction which have recently been extensively employed in schools, that of teaching in what has been called *concentric circles* deserves to be specially mentioned. According to this method, a subject which is to be taught in a number of grades or classes, is not distributed into a number of consecutive sections of which the lowest class studies the first, the following the next, and so on, until the last section is reached by the highest class; but the most elementary points — forming an outline — are selected for the lowest class; and, in the following class or classes, this part of the work is reviewed, and the review is combined with additional selections still covering the entire extent of the subject, but with greater detail, until, in a number of such *concentric circles*, the information of the scholars is extended to the limit which the course of study adopted for the school prescribes. In Germany, this plan has been quite extensively adopted for the study of history, geography, natural science, and language. Thus, where a school gives three years to the study of universal history, the course of instruction does not assign to the first year ancient, to the second year mediæval, and to the last year modern history; but the instruction of the first year gives a con-

nected outline of the world's history adapted to the age of the pupils; that of the second year reviews this work, and by the addition of new chapters and a fuller treatment of the subjects taught in the preceding year, gives to the pupil a more complete view of the progress of history in ancient as well as mediæval and modern times; and the last year, by a still more extended circle, encompasses the whole amount of historical knowledge required. The advocates of this method assert that the pupil, after having completed the first circle, always stands on firm ground, his development maintaining an uninterrupted connection, since every addition of knowledge connects itself with his former knowledge as a natural supplement and enlargement, and that those who leave school before finishing the entire course have a more rounded and less fragmentary knowledge of the subject than can be acquired by any other method. The educational literature of Germany comprises a considerable number of works in which this method has been employed. Dittes, in his *Schule der Pädagogik*, recommends as models the work by Spiess and Berlet on universal history (*Weltgeschichte in Biographien*), and that by Stössner on geography (*Elemente der Geographie in Karten und Text*).

CONGREGATIONALISTS. The seven Congregational theological seminaries in the United States returned, for the collegiate year 1876-7, a total of 35 professors, 23 lecturers, 8 resident licentiates, and 312 students. The students were divided among the different institutions as follows: Andover, 68; Bangor, 46; New Haven, 93; Hartford, 23; Oberlin, 44; Chicago, 32; Oakland, Cal., 6. The conditions required for the admission of students are substantially the same at all the institutions. Candidates of any Protestant denomination are received; and, generally, evidence of membership in some church is expected; but "exception is made in some cases" at Andover, satisfactory evidence of Christian character is mentioned as a sufficient qualification at New Haven, and a good moral character, at Chicago. The difference in the courses of study at the several institutions is in respect partly to the number, partly to the arrangement, of the departments of the regular faculties, but more especially in respect to the lectureships, in which considerable diversity prevails. The largest faculties are in the seminaries at Andover and New Haven. The former institution has 7 professorships: of Christian theology; theology and homiletics; sacred rhetoric; ecclesiastical history; sacred literature; the Hebrew language and literature; and elocution. The lectureships are on foreign missions, Congregationalism, and home missions; besides which, one of the professors is a lecturer on pastoral theology. The professorships at New Haven (Yale) are: moral philosophy and metaphysics; church polity and American church history; the Hebrew language and literature, and Biblical theology; systematic theology; homiletics, and pastoral duties;

and sacred literature. The special lectures, for 1876-7, were on preaching; religious life in Great Britain; the religious and the political character of the Turkish Empire, and its relation to missions; and the preservation of health. The seminary at Bangor, Me., has professorships of ecclesiastical history; sacred history (*emeritus*); sacred literature; Christian theology; ecclesiastical history; sacred rhetoric and oratory; and lectures on church polity and pastoral theology. At Hartford, the chairs are as follows: the Hebrew language and literature; Christian theology; homiletics, and the pastoral charge (vacant); Biblical and ecclesiastical history; and New Testament exegesis. Six lectures were given upon the Caren foundation of 1877. The classification of the chairs of the Oberlin Seminary is: moral philosophy and systematic theology; New Testament literature, and Biblical theology; Hebrew and Old Testament literature; sacred rhetoric and pastoral theology; and church history and positive institutions. Lectures were given, in 1876-7, on Biblical introduction, Congregational church polity, the scriptural idea of man, and home missions; and instruction is given in elocution. The course at the Chicago Theological Seminary contemplates a "lecture term" and a "reading term." The lecture term, beginning about the middle of September, and closing about the middle of May, is devoted to attendance upon the regular exercises of the seminary. The reading term, beginning in June, after a vacation of six weeks, is intended to be passed by the student under the supervision of some pastor, in whose care he may pursue the course prescribed by the faculty, at the same time acquainting himself with the duties of pastoral life. Another feature of this seminary is the Alumni Institute, which is held four days in October. The professorships at this institution are: Biblical literature, sacred rhetoric, pastoral theology, systematic theology, and ecclesiastical history, besides which instruction is given in elocution, and lectures. At the Pacific Theological seminary, Oakland, Cal., the duties of four professorships are performed by two professors, the professor of sacred literature teaching also homiletics, and the professor of systematic theology, ecclesiastical history. The lectureships are on the following subjects: the work of the preacher, the work of the pastor, the lands of the Bible, the polity and history of the church, and home missionary work. The students of the seminary at New Haven have access to the libraries of Yale College, which contain altogether 102,000 volumes; those at Oberlin likewise have access to the library of Oberlin College. The other seminaries have special libraries, as follows: Andover, 30,000 volumes; Bangor, 15,000 volumes; Hartford, 7,000 volumes; Chicago, 25,000 volumes; and Oakland, 2,000 volumes.

The American College and Education Society, located at Boston, Mass., was constituted by the union of two societies — the American

Education Society, organized in Boston in 1816, and the College Society, so called, organized in the city of New York in 1843. The full name of the latter was the Society for the promotion of Collegiate and Theological Education at the West. In 1874, these two societies were consolidated under a new charter by the legislature of Massachusetts. The object of the combined organization is to assist needy young men in their studies preparatory to the ministry, and to help young colleges and theological schools in the newer portions of the country. During the year ending May 1st, 1877, the society had upon its list 410 young men, — candidates for the ministry — and 10 colleges and theological schools, of which 7 are beyond the Mississippi river. Its total receipts for the year were \$57,940.66.

The subject of the relative claims of state and denominational colleges was discussed at the meeting of the National Council of Congregational Churches in the United States, which was held at Detroit, Mich., in October 1877. While the state institutions were acknowledged to be necessary and useful, the Council recommended that preference in support be given to the denominational colleges, but with no unfriendliness or spirit of opposition to those established by the state.

The American Missionary Association formerly maintained a large number of primary schools among the freedmen in the South, and had at one time more than five hundred teachers from the North in that field, with more than thirty thousand pupils. It has recently been concentrating its efforts mainly upon the preparation of teachers. It now has 8 chartered institutions, or high schools, in the South, 11 other schools, mainly normal schools, and 7 common schools; and, in 1877, returned, 5,400 pupils in all of its schools. It was estimated that fifteen hundred of the former pupils of the association were employed as teachers, who had under their charge nearly one hundred thousand scholars.

The American Board of Commissioners for Foreign Missions maintains schools of several grades, in connection with its missions, in Turkey India, Ceylon, the Zulu country in Africa, China, Japan, and Micronesia. The most important of its schools is Robert College, an institution of a high grade in Constantinople. It has also excellent American schools in Central and Eastern Turkey, and training and theological schools in connection with most of its missions. In 1877, it reported 16 training and theological schools, 26 boarding-schools, with a total of 26,962 pupils, of whom 551 were studying in the training and theological schools.

The Congregational College of British North America, at Montreal, is affiliated for literary purposes, with McGill University. Its full course of study extends over five sessions, and is divided into a literary course of two sessions at McGill College, and a theological course of three sessions. Candidates for the full course are

required to matriculate at the McGill University, and must present satisfactory evidence of their possession of the religious qualifications usually expected of theological students. The Congregationalists have thirteen colleges and institutions in Great Britain; and a fund has been specially contributed for the support of students belonging to the Congregational churches of Wales, at the Presbyterian College, Carmarthen. The theological instruction at this college is given entirely by the Independent Professor. — In the Australian colonies, are the Congregational College of Victoria, at Melbourne, and Camden College, at Sydney, besides the Union College of South Australia, which is supported by Independents, Presbyterians, and Baptists. — Numerous mission schools of different grades, and institutes for the training of native pastors and evangelists, are conducted in India, Madagascar, the South Sea Islands, and South Africa by agents of the London Missionary Society.

Among the special schools in Great Britain are the School at Lewisham Road, London, for the education of the sons, and Milton Mount College, Kent, for the education of the daughters, of Congregational ministers, and Homerton College, Homerton, London, an institution under the charge of the Congregational Board of Education, and designed to prepare young persons of both sexes to take care of infant and juvenile schools.

At the Autumn meeting of the Congregational Union of England and Wales for 1877, a paper was read by the Rev. T. Robinson, recommending that the colleges of the denomination be devoted more exclusively to the teaching of theology, and that students seeking a literary course be sent to the universities. In pursuance of the suggestions of this paper, the subject of college reform was referred to a special committee.

CONNECTICUT. At the session of the legislature of this state, in January, 1877, several modifications of the school law were made, only, however, affecting some minor details, in the working of the school system, without involving any essential change in its organization or administration.

The *secretary of the state board of education* is Birdsey G. Northrop, who has held the office since January 1., 1867.

The *school statistics* for the year 1877 are as follows:

Number of pupils of school age (4—16).....	137,009
“ “ “ enrolled in public schools.....	119,208
Average attendance, in winter.....	75,822
“ “ “ summer.....	68,588
Number of teachers in winter, males....	733
“ “ “ “ “ females... ..	1,923
Total.....	2,676
Number of teachers, in summer, males..	305
“ “ “ “ “ females.. ..	2,354
Total.....	2,659
Average wages of teachers per month, males	\$64.55
“ “ “ “ “ “ females	\$36.20
Average length of the school year, in days..	177.52

The receipts for school purposes, during the same time, were as follows:

Income of school fund.....	\$137,261.00
Amount received from state tax.....	205,891.50
Income of town deposit fund.....	44,538.92
" " local funds.....	12,754.62
Amount raised by town tax.....	697,103.26
" " " district tax.....	349,949.89
" " of voluntary contributions.....	4,755.00
" " from other sources.....	53,964.48
Total.....	\$1,506,218.67

The expenditures were as follows:

For teachers' wages.....	\$1,058,682.33
" fuel and incidentals.....	134,125.12
" new school-houses.....	98,698.80
" repairs.....	73,516.83
" libraries and apparatus.....	9,543.96
" other purposes.....	135,655.57
Total.....	\$1,510,222.61

The state report for 1877 shows a registration in the private schools amounting to 9,816; and that the total number registered in public and private schools is 95.36 per cent of the school population.

The *State Teachers' Association* began a four days' session on the 25th of October, 1877, which was attended by the governor of the state, the secretary of the board, many professors and teachers, and several distinguished educators. Interesting papers were read on physiology, history, penmanship, the qualifications of the primary school teacher, *Task-books and Task-masters*; *The Teacher—His Work and Rewards*; *The Curiosities of our School Laws*; *Confidence between Boys and Teachers*; and *Teachers' Reading*.

Normal Instruction.—The whole number of pupils taught in the State Normal School, as shown by the report for 1877, was 160; while there were 95 belonging to the school at the date of the report. The whole number of graduates for the year was 41. This is purely a professional school. Candidates for admission must be at least 16 years of age, and must declare it to be their intention to teach in the public schools of the state.

Secondary Instruction.—The principal high-school departments of public schools are at New Haven and Hartford. The former had, at the date of the last report, an attendance of 272 pupils; and the latter, 451. These schools are provided with all the appliances for thorough academic instruction.—The U. S. Bureau of Education, in 1876, reported 41 schools for secondary instruction outside the public school system, of which 14 were for boys, 11 for girls, and 16 for both sexes, with 159 teachers and 1,764 pupils. The aggregate number of volumes in the libraries of these schools was 12,653.—Besides these schools, there are 3 endowed preparatory schools, of which the Norwich Free Academy has an endowment of \$125,000, from which it derives an income of \$10,000. (*Return to Bureau of Education for 1876.*)

Superior, Professional, and Scientific Instruction.—This state has three collegiate institutions; namely, Trinity College, at Hartford;

Wesleyan University, at Middletown; and Yale College, at New Haven, the last-mentioned of which has an academic, a theological, a medical, a law, and a scientific department, besides one of fine arts. In 1877—8, these had, in all, 123 instructors and 1,323 students; and their libraries contained, in the aggregate, 166,500 volumes.—Yale College, in 1877, had 1,039 students, or 18 more than in 1876. The theological school had 107; and the scientific school, 194. In the art school, 17 of the students were females.—By the will of the late widow of Professor Larned, formerly professor of English literature in this institution, the college received a bequest of \$20,000.—\$5,000 for additions to the library in the department of English language, and \$15,000 for free scholarships.—By a recent requirement, every student is required to have four exercises a week in an optional study, during the junior and senior years; and any student who can, on examination, show a thorough acquaintance, in advance, with one or more of the required studies of the junior or senior year, may choose instead a second optional.—An examination for admission to the freshmen class is held in Chicago, in June, simultaneously with the regular examination at New Haven.—The *Berkeley Divinity School* (Episcopal), at Middletown, in 1876—7, had 7 professors, 38 students, and a library of 16,000 volumes.—The *Theological Institute of Connecticut* (Congregational), at Hartford, had 10 professors, 22 students, and a library of 7,000 volumes.—The *Wesleyan University* now admits both sexes.

Special Instruction.—The *American Asylum for the Deaf and Dumb*, at Hartford, afforded instruction, during 1876, to 264 pupils, of whom 38 were taught in articulation and lip-reading. The *Whipple's Home for Deaf-Mutes* is a private institution with 12 pupils (1876). The *Connecticut School for Imbeciles* had an attendance, during the year 1876—7, of 74 pupils, of whom 35 were beneficiaries of the state.

NEW HAVEN constitutes a single school district of the state, having a total population, in January, 1877, of 58,675. Its schools are under the care of a board of education, consisting of nine members, with two executive officers—a secretary of the board and a superintendent of the schools. The superintendent, at present, is Ariel Parish, who has held the office since Sept., 1865.

The school system consists of a high school, with a four years' course of study, embracing mathematics, natural science, classics, and French and German; and 7 grammar schools, each comprising 12 school rooms, under the instruction of separate teachers, and averaging 50 pupils, who are divided into two sections, which study and recite alternately. Besides these, there are 3 ungraded schools, intended for (1) pupils exceptionally irregular in their attendance; (2) young men and boys backward in their studies, who wish to improve their time while temporarily out of employment; (3) vicious and insubordinate pupils from the graded schools; and (4) habitual truants.—There is

also an evening school from October to March of each year. — The *compulsory attendance* law requires that every child between 8 and 14 years of age shall attend some public or private school, or be instructed at home, at least three months each year. — In 1877, by vote of the board of education, "devotional exercises" at the opening of the schools were abolished. — The principal items of *school statistics* for 1877 are as follows:

Number of children of school age (4—16)	12,964
Number of pupils taught, boys	6,085
" " girls	5,341
Total	11,426
Average number registered during the year	7,866
Average number in daily attendance	7,491
Number of teachers, males	14
" " females	190
Total	204
Number of school rooms occupied	165
Number of sittings	8,602
Total expenditures	\$206,416.38

DAKOTA. The rapid increase in population of this young territory — from about 14,000, in 1870, to 75,000, in 1877 — has been attended by a corresponding increase in educational advantages. The school law of 1867, amended from time to time, has at last been entirely outgrown; and a new one was prepared in 1877, which places the school system of the territory in a condition better suited to the wants of the people. The exigencies of pioneer life made it exceedingly difficult at first to establish schools of even a low grade; and information in regard to them is, for the same reason, meager. The inference, however, made by the territorial superintendent, after much observation and inquiry, during an extended tour, is "that more school-houses have been built during the year (1876) than during any previous year." The two most urgent educational needs at the present time, according to the same authority, are (1) an amendment of the law in regard to the division of school-districts, from which defect much trouble has arisen, and (2) the establishment of a normal institute in the territory.

The territorial superintendent is William E. Caton, who, through a misunderstanding of the law, was elected by the people for 1877 and 1878; but, afterward, on discovery of the mistake, was appointed for the same term by the governor.

The *school statistics*, according to the last report, are as follows:

Number of children of school age (5 to 21)	10,459
Number of children in public schools	5,410
Number of school-houses, as far as reported	208
" " teachers, male	84
" " female	173

 Total

257

The *school receipts* were as follows:

Received from county tax	\$13,026.40
" " district tax	19,396.39

 Total

\$32,422.79

School Expenditures

\$32,804.29

Total value of school property

\$32,978.52

HARTFORD. The schools of the town of Hartford are under the care of a board of nine school visitors, the chief officers of which are the president, secretary, and acting school visitor. The system consists of 1 high school and 16 district schools; besides which there are 2 evening schools. The most important items of *school statistics* for 1877 are the following:

Number of children of school age (6—16)	9,621
Number of pupils registered during the year	7,596
Average daily attendance	5,075
Number of teachers, males	30
" " females	117

 Total

147

Total expenditure for school purposes

\$194,961.77

The number of pupils in the high school was 466. Of these, 100 were from other towns paying tuition fees amounting to \$5,288. The course of instruction embraces all the usual studies of the academic grade.

The last item, according to the superintendent's report, represents not more than two-thirds of the value of the school property in the territory, several counties having failed to make any report in this particular.

Normal Instruction. — No means for the systematic training of teachers for their work has yet been provided beyond the annual *teachers' institute*, which is limited to a term of ten days. That for 1876 was convened at Vermillion in November, and lasted four days.

Secondary Instruction. — Though nothing has thus far been done to provide instruction of this grade, signs are already apparent, in the larger settlements, that the need of it is felt. The city of Yankton has been the first to move in this direction, the new primary schools which have been established there, from time to time, being so placed as to leave a vacant district near the center of the city, in which it is proposed to establish a school of secondary grade at no distant day.

Post, Mission, and Indian Schools. — A peculiar feature of the educational provision made in many of the territories is found in the mission schools, and the schools which exist at many of the military posts for the education of men enlisted in the army, their children, and those of their officers, all of whom, being stationed for long periods at the same place on the plains are cut off from the usual resources of civilization. Though these schools are outside of the public school system, their work forms no unimportant part of that of the territory, and they are generally regarded as more than likely to form nuclei for future public schools. In Dakota, mission schools are in existence at Ft. Berthold and Standing Rock; and post schools, at Ft. Buford, Ft. Stevenson, and Ft. Rice. At the first two, there is an average attendance of 36 pupils; at Ft. Buford, 27; and at Ft. Rice, 18. In Moody County, also, there is a government school for the Indians, which gives instruction to 50 children.

DELAWARE. The new school law, which went into operation in this state in 1875, is already sufficiently fruitful of good results to demonstrate the wisdom of its enactment. Since its adoption, a steady increase has been observed in the number of children attending the public schools; and, though the newness of the system and the general apathy which had preceded it, together with the general business depression of the last four years, have had a tendency to check nearly all advance in school matters, some signs of awakening may be seen; and the feeling is entertained that the schools of the state are now in the right path toward permanent prosperity.

The present *state superintendent* is James H. Groves, appointed by the governor in 1875, and since annually re-appointed.

The *school statistics* for the year 1877 are as follows:

Number of children of school age (5 to 21), white.....	31,849
Number of children of school age (5 to 21), colored.....	3,800
Total.....	35,649
Number enrolled, white.....	22,398
" " colored.....	1,663
Total.....	24,061
Number of schools.....	370
" " teachers.....	430
Total value of school property.....	\$450,956.64

The number of colored schools in the state, during the past year, was 33, the average expense of each of which was \$24 a month. These schools do not come under the jurisdiction of the state superintendent. The funds for their support are furnished partly by the Delaware Association for the Education of Colored People; but this source partially failed during the past year, and recourse was had to voluntary contributions from the colored people themselves. The condition of these schools is reported as tolerably good.

Normal Instruction.—In this important department of school work, but little seems to have been done, the law which requires the maintenance of a normal department in Delaware College apparently having proved inoperative; so that, at present, as far as can be learned, whatever means exists for the training of teachers is the result of private effort. With the view to supply this deficiency, a training school for teachers was organized in Wilmington, near the close of 1876, in which 15 pupil teachers were enrolled. Of this number, 8 received appointments as regular teachers before the expiration of the term; 6 completed the term (12 weeks); and one remained on the roll at the time the report was made. One *teachers' institute* is required by law to be held annually in each county. In the city of Wilmington, monthly institutes have been held for several years; and it is presumed that similar meetings were called in the three counties of the state during the past year, though no report has yet been made concerning them.

Secondary Instruction.—The public high

schools are exclusively confined to the large cities and towns, and returns in regard to them are meager. In the last report made to the U. S. Bureau of Education, 61 boys and 39 girls were receiving instruction in the more advanced classes of the high schools of Wilmington; and in 10 private schools of this grade—2 for boys, 2 for girls, and 6 for both sexes—42 teachers were giving instruction to 490 pupils.

Superior Instruction.—The institutions affording superior instruction, are Delaware College, at Newark, now under state direction, and having connected with it a scientific and agricultural department, and the Wesleyan Female College, at Wilmington, which, in 1876, had 11 instructors and 130 students—92 of the collegiate grade. This institution is chartered and authorized to confer degrees.

Special Instruction.—No provision being made by the state for the instruction of the deaf and dumb or blind, those who require this special training are placed in institutions for the purpose in adjoining states. The number of such, according to the governor's message for 1877, was 7 deaf and dumb (in Pennsylvania), 2 (in District of Columbia), 3 blind (in Pennsylvania), and 2 feeble-minded (in Pennsylvania).

WILMINGTON, the chief city of Delaware, with a population estimated in 1877 at 40,000, constitutes an independent school-district, whose educational interests are managed by a special board, consisting of two members from each ward. The executive officers of the board are a superintendent, and a secretary and treasurer. The present superintendent is David W. Harlan, who has held the office since 1871. The schools are classed as primary, grammar, and high and grammar combined. The number of the first is 16; of the second, 4; and of the third, 2. The number of school days in the year is fixed at 203; the legal school age is from 6 to 21 years. The chief items of the *school statistics* for the year 1877 are as follows:

Number of children of school age.....	9,178
" " enrolled in public schools.....	6,687
Average attendance.....	4,582
Number of teachers, male.....	1
" " " female.....	104
Total.....	105
Total value of school property.....	\$265,338.80

DENMARK.—The common schools of Denmark have recently undergone considerable reformation. Attendance in school has been made compulsory from the age of 7 to 15. When children, after completing their thirteenth year, have acquired the prescribed amount of education they may, if their parents desire it, be dismissed. Absence from school is punished by fines. The common school is divided into the lower school (including the children from 7 to 10 years of age), and the upper school (including the children from 10 to 14). Classes must not contain more than from 30 to 40 scholars. The branches to be taught in the lower school are

Bible-history, reading, writing, and arithmetic; in the upper school, the same, and in addition, religion, Danish, history, geography, natural history, singing, and gymnastics. No pupil is obliged to go to school at a greater distance than one English mile. Tuition in the public schools is free. The country is divided into circuits or districts. In each district there is a school board for appointing teachers, and a school inspector to be appointed by the *Cultus-minister*. Formerly, there were no school boards, the schools being managed by the bishops. The school inspector now takes the place of the provost in the school board. The *Amt*-directorships have been abolished, and the bishop has no other duty in reference to the schools than to superintend the religious instruction. The school superintendent, appointed by the king, and the school inspector are paid by the general government. The expenses for primary schools are paid by the communities, or districts, in which they are situated. Secondary schools are aided by state appropriations. There are four teachers' seminaries in Denmark.

A convention of teachers from the three Scandinavian countries was held in the middle of August last. It was attended by 1,910 teachers, of whom 1,106 were Danes, and fully one-fourth females. In an essay on the question, *What can and should the elementary schools do to unite the nations of northern Europe more closely?* it was recommended that a knowledge of the history, geography, and languages of the neighboring countries should be promoted. In an essay on the connection between the higher and lower schools, it was recommended to divide the public schools into three parts: (1) a school for children of from 6 to 10 years; (2) a people's school for pupils of from 10 to 14 years; and (3) a higher school for pupils of from 14 to 18 years of age. In the debate that followed, the majority of the speakers agreed with the suggestions and recommendations made in the essay.—Attention was called to the insufficient salaries of the teachers in an essay on the condition of the teacher in the Scandinavian countries. It was stated that in Denmark the teachers do not yet receive the salary which was considered their due by the school law of 1814. During the debate, the Danish method of appointing teachers was condemned as having a bad influence on the question of salaries; while the importance attributed to their religious belief was also severely criticised. A Danish teacher also expressed the opinion that the efforts of the Danish government to improve the condition of the teachers were frustrated by the opposition of the communes. A teacher from Christiania, Norway, in describing the condition of the Norwegian teacher, said that he must work three days in order to earn as much as a day laborer in two days. Among other questions discussed was *The Mission of the School to prevent Cruelty to Animals*. In order to attain this end one of the speakers recommended the formation of children's associations for the protection of

animals, such as already existed in various countries, and a speaker on the question *Whether public education shall be cared for by the state or by the commune*, declared himself in favor of the state, as the communes frequently were not able to pay salaries sufficient to command good teachers. Dr. J. Petersen of Copenhagen advocated the introduction of hygiene into the schools as a study. An exhibition of school apparatus and appliances was held in connection with the convention; and at the close the president sent telegrams to the kings of Denmark and Sweden, and received answers from both, assuring the convention of their sympathy with its work. The convention then adjourned, to meet again in Stockholm in 1880.

The university of Copenhagen was founded in the year 1478, one year later than the university of Upsal, and preparations are already being made for a great festival which is to be celebrated in 1878, the 400th anniversary of its establishment. The university has four faculties, with 40 regular professors and 1,100 students. The university library contains 260,000 volumes and 4,000 manuscripts. On the 22d of November 1877, a Reformation Festival was held, which was attended by Bishop Martensen, the *Cultus-minister*, by *Stiftsprovost* Rothe, by the professors, docents, students, and a large assemblage of citizens. Last summer, 50 students graduated in medicine, 27 in law, 7 in political economy, and 6 in history and philology. During the past year, 154 students have been admitted, among whom are two young women, the first female students in the Danish university, the law admitting females having been enacted only a year ago.

DENOMINATIONAL SCHOOLS. On the continent of Europe, the Liberal party in general favor the establishment of secular in the place of denominational schools. In Prussia and Bavaria, the school law authorizes the municipal authorities to unite schools belonging to different denominations into secular schools. The consent of the government is, however, in each case required; and arrangements must be made by the municipal authorities to have the children of different denominations (Catholics, Protestants, and Jews) instructed in their respective creeds. A large and steadily increasing number of cities have availed themselves of the permission. The proposed new school law of Prussia, prepared by the minister of public instruction, changes denominational into undenominational schools, and makes religion an optional branch of instruction. The supporters of the denominational system petitioned the emperor to refuse his sanction to the measure; and he declared he would not sanction any law that would tend to abolish religious training in the schools, as he regarded it as an indispensable part of a good education. In Bavaria, Munich takes the lead; and in 1877, the fifth secular school was organized in that city. In Prussia, the city of Crefeld, in the Rhine province, with 63,000 inhabitants, has resolved to re-organize

all its public schools on an undenominational basis; and Falk, the minister of public instruction, Nov. 10, 1877, rejected a remonstrance against the establishment of an undenominational (*paritätische*) school, on the ground that the Prussian government could withhold its consent to the establishment of such schools only when pedagogical or financial difficulties prevented it, or when the imparting of religious instruction to the children of the different denominations was not secured. According to the new educational law of Italy, passed in 1877, the course of instruction prescribed for the state schools of the kingdom does not comprise religious instruction, and all the schools have, therefore, a secular character. (See ITALY.) In the Netherlands, the undenominational character of the school law has been the subject of great political agitation, in which the Liberal party, the champions of the secular system, have retained the ascendancy. (See NETHERLANDS.)

DISCIPLES OF CHRIST. With this denomination, the year's progress has been marked, and full of promise. While the Disciples as a religious organization make one great plea to the world—the supreme authority of the Word of God, and the union of all of God's people upon the one foundation which is laid in Christ Jesus the Lord,—their educational institutions and interests can be regarded only as a part of the world's power and influence, exerted in behalf of a common end, and put forth for the accomplishment of the same great and good purpose for which all Christians work. One peculiarity in the organization of their institutions of learning deserves especial mention. While a Methodist college is under the control of some particular conference, a Presbyterian college subject to the direction of the Presbytery within whose limits it is located, and a Baptist college is guided by the action of the Association, the colleges of the Disciples are not under the direction of the Church as an organized body. The articles of incorporation specify, among other things, that three-fifths, three-fourths, two-thirds, or all, of the members of the board, as the case may be, shall be members of the Church of the Disciples in good standing, membership being one of the qualifications for office. This is the only sense in which the universities and colleges belong to the Church. Notwithstanding this peculiarity in the organization, the ownership is as real as could be desired. During the year, a new Bible College has been opened in Lexington, Ky. This is a special school, having for its sole purpose instruction in the Bible, Christian ethics, homiletics, Christian doctrine, church history, and kindred subjects. The churches in Kentucky have signified their approval of the enterprise by a liberal contribution to the funds of the institution; and it is probable the college will be permanently endowed. The first session opened September 10, 1877. Robert Graham is the President. Besides three or four private schools for secondary instruction, the Disciples have twenty-four regu-

larly chartered institutions. Nineteen of these are open to students without regard to sex, while the other five are for ladies only. The following table shows the name, location, etc., of these institutions:

NAME	Location	No. students enrolled
Abingdon College.....	Abingdon, Ill.....	82
Add Ran College.....	Add Ran, Texas.....	201
Bethany College.....	Bethany, West Va.....	105
Bedford College.....	Bedford, Ind.....	66
Butler University.....	Irvington, Ind.....	173
Bible College of Ky. Univ.	Lexington, Ky.....	51
Christian University.....	Canton, Mo.....	165
Christian College.....	Moumouth, Oregon.....	230
Christian College.....	Santa Rosa, Cal.....	162
Christian College.....	Columbia, Mo.....	103
Columbia College.....	Columbia, Ky.....	127
Daughters' College.....	Harrodsburg, Ky.....	110
Eminence College.....	Eminence, Ky.....	205
Eureka College.....	Eureka, Ill.....	202
Ghent College.....	Ghent, Ky.....	132
Hesperian College.....	Woodland, Cal.....	129
Hiram College.....	Hiram, Ohio.....	153
Hamilton Female College.....	Lexington, Ky.....	100
Kentucky Classic and Business College.....	N. Middletown, Ky.....	87
Kentucky Female Orphan School.....	Midway, Ky.....	74
Mars Hill College.....	Florence, Ala.....	137
Oskaloosa College.....	Oskaloosa, Iowa.....	98
Pierce Christian College.....	College City, Cal.....	111
South Kentucky College.....	Hopkinsville, Ky.....	65

The largest class graduated from any of these colleges during the year was that of Bethany College. This, the oldest institution of the twenty-four, celebrated the close of its thirty-sixth session by conferring the usual degrees on twenty young men.—The whole number enrolled in all the institutions during the academic year ending June, 1877, was 2,915. Of this number, about twenty per cent were in the preparatory department; about thirty per cent were in irregular or special courses; and the remaining fifty per cent were about equally divided among the classical, scientific, and literary courses.—At a meeting of the board of the North Western Christian University, held in May, 1877, its name was changed to Butler University, in honor of Ovid Butler of Indianapolis, who has given the institution much of his time and over \$80,000.—The name Hamilton College was given, the first day of July, 1877, to the institution which had been known before under the name of Hocker College. Up to that time, this institution had been the property of J. M. Hocker, of Lexington, Ky., where it is located. On the first day of July, 1876, a joint stock company was formed of persons, members of the Church of Christ in Kentucky, for the purpose of buying the property. The grounds and building were valued at \$50,000. Work was commenced at once, and, by the first of July, 1877, the amount necessary to make the purchase had been secured. In consideration of the fact that William Hamilton, of Woodford County, made the largest subscription—\$10,000, the name was changed by the board from Hocker College to Hamilton College, on the

day it passed under the control of the Christian Brotherhood. During the year, large additions have been made to the endowment funds of nearly all of the colleges. Hesperian College received \$30,000 from the citizens of Woodland alone; Bethany College greatly decreased its debt, and received quite an amount by bequests and gifts. Eureka College has reduced its debt to \$8,000, and has increased its actual endowment to over \$20,000. The expenses of the college for the year were entirely within its income. Additions have been made to nearly all of the library funds and to the libraries themselves, to the philosophical and chemical apparatus, and to many of the accommodations for students. Add Ran College completed a new building ready for the opening of the session, October, 1., 1877.

The eight weeklies and three monthlies published in the interest of the denomination have an aggregate circulation of about 80,000 copies. While this is not more than one half as great as it ought to be, it is gratifying to know that there has been an increase of at least 25,000 during the last year. Of Sunday-school papers there are published at Cincinnati, *The Mentor*, a monthly Sunday-school paper; a small children's paper; and *Lesson Leaves* for Sunday-schools; at Oskaloosa, Iowa, the Central Book Concern publishes *The Christian Sunday-School Teacher*; *Lesson Leaves*; and a children's paper called *The Gem*. All of these publications have a good support, and their influence has been felt in the increased interest and efficiency of the Sunday-school work. The only step backward which the Disciples have taken during the year, in the matter of literature, is the suspension of *The Christian Quarterly*.

The greatest work undertaken during the year is the establishment of an institution of learning for the freedmen in the South. The General Missionary Society agreed upon the work at its annual meeting in November, 1876. It was proposed to found the institution if \$10,000 could be raised to add to \$10,000 which had been pledged on the condition that it be made up to \$20,000, for the purpose of buying the grounds, and erecting the necessary buildings. The work of raising the \$10,000 was undertaken by Elder W. A. Belding, of Troy, N. Y. He reported last November that the task was completed. A call was made for a meeting in Indianapolis on the 4th of December, 1877, for the purpose of electing a board of trustees. It is proposed by the board to continue the work of solicitation until the actual endowment fund reaches \$100,000. The erection of the buildings is to be commenced at once. It is expected that some of the departments of the institution will be opened for the enrollment of students in September next.

DISTRICT OF COLUMBIA. There has been no material change in the school law of the district during the year, and very little in the schools themselves beyond a slight modification of the course of study. The schools are under the supervision of two superintendents, one

having charge of the white schools in the cities of Washington and Georgetown, and of both classes of schools in the county; the other having charge of the colored schools in the cities mentioned. The superintendent of the former is J. Ormond Wilson who has held the position since 1870; of the latter, George F. T. Cook. From the reports of these two officers for the years ending June 30., and August 31., 1877, respectively, the following *school statistics* are taken:

Number of children of school age (6 to 17)	31,671
Number enrolled in public schools.....	21,264
Number enrolled in private schools.....	7,692
Average daily attendance.....	16,318
Number of teachers.....	330
Total expenditure for school purposes....	\$370,996.24
" valuation of school property.....	\$1,169,614.00

Normal Instruction.—In the normal schools for whites, twenty girls, who entered in the autumn of 1876, were graduated in the summer of 1877; and 15 graduates, principally of the previous year, who had taught in the public schools since their graduation, were granted diplomas. In September, 1875, a normal department was organized in the colored high school for the purpose of training the most advanced pupils among its graduates for the position of teacher. This is to be merged in the Miner Normal School. The latter has recently been established in the northwestern part of the city. Female graduates from the high school are admitted to it on the recommendation of the principal of the high school and the superintendent of colored schools, and the approval of the trustees of the Miner School. On graduation and passing the required examination, they have preference over all other candidates for appointment as teachers in the colored primary schools of Washington and Georgetown.

Secondary Instruction.—In addition to the high school in Washington, an advanced grammar school for girls was opened in 1876, with 45 pupils selected by examination from the girls' grammar schools of the first six divisions. The following year, the number was increased to 85. The crowded condition of many of the advanced schools, and the necessity of providing some means by which instruction of a higher grade can be given, will, it is hoped, lead to the establishment of a high school for boys.

Superior and Professional Instruction.—The five institutions of the District for superior instruction (Columbian University, Georgetown College, Gonzaga College, Howard University, and the National Deaf-Mute College) had, according to the latest returns, an aggregate of 51 instructors, 511 students, of whom 140 were of collegiate grade, and 62,500 volumes in their libraries. There were four departments or schools of law, with 15 instructors, and 290 students; three of medicine, with 27 instructors, and 107 students; and two of theology, with 11 instructors, and 74 students. The National College of Pharmacy, in 1876—7, had 3 professors and 21 students. Dr. W.W. Patton has acceded to the presidency of Howard University.

DRAWING.—The school reports from the different states of the Union, and the records of educational proceedings during the year, show that there is a deep and wide-spread interest in drawing as a branch of elementary education. The superintendent of public instruction of the state of New York, in his report of Jan. 2., 1878, says that the law of 1875, requiring free-hand and industrial drawing to be taught in the common schools of the state, has been generally complied with. He further remarks, "As the advantage of a thorough knowledge of drawing cannot be over-estimated, I suggest for the consideration of the legislature that provision be made for the employment of one or two special teachers for the purpose of giving exclusive attention to this branch of education, and visiting those schools in which drawing is required by law to be taught."—The last report of the Massachusetts Normal Art-School says: "The movement in favor of industrial art-education, commenced by legislative enactments in 1870, in this state, has been spreading widely into other states, and the economic importance of the measure is now being recognized. This institution supplies teachers of industrial art not only for the Massachusetts schools, but for those of other states. During the year 1876, the number of persons taught in it was 442, of whom 171 were males, and 271 females. One-half of the students were residents of Boston; 10, from other states: 3 from Vermont, 1 each from New York, New Jersey, Ohio, Minnesota, Rhode Island, Maryland, and Pennsylvania; and the remainder from Massachusetts. The expenditure for the support of the school was \$15,048.—In his *Special Report on the Ontario Exhibit, and the Educational Features of the International Exhibition at Philadelphia*, 1876, Dr. Hodgins, Deputy Minister of Education of the province, commends highly the progress made by the schools of many of the states of the Union in industrial training, and offers it as an example for the schools of Ontario. "In the educational exhibits of nearly every one of the states represented," he says, "not only was there evidence that drawing is generally and systematically taught in most of the schools, but in many of the cities the elements of industrial art also."—The new school law of Quebec makes the teaching of drawing compulsory in all the schools of the province.—Drawing, as well as singing, is universally taught in the elementary schools of all European countries that have

made the most progress in education. "The teaching of drawing," says a recent number of the *Manuel général de l'introduction publique* (Paris), "without being obligatory, occupies an honorable place in the greater part of our elementary schools." The national importance of this branch of education is now very generally appreciated. A parliamentary committee in England thus reports of it: "Nearly every witness speaks of the extraordinarily rapid progress of Continental nations in manufactures, and attributes that rapidity not to the model workshops which are met with in some foreign countries, and are but an indifferent substitute for our own factories, and for those which are rising up in every part of the Continent, but, besides other causes, to the scientific training of the proprietors and managers in France, Switzerland, Belgium, and Germany, and to the elementary instruction which is universal among the working population of Switzerland and Germany." The Hon. S. R. Thompson, Superintendent of Public Instruction in Nebraska, in an address before the National Educational Association, said: "Drawing, as a means of cultivating the perception and remembrance of forms and their relations, and of developing the power of exact and comprehensive observation, must be taught from the beginning of the school course. The pupil must learn to be as familiar with the *form* language as with the *word* language."—"The only way," says Prof. Walter Smith, in his report to the State Board of Education of Massachusetts, "in which industrial art-education can become general, and its influence extend to the final object contemplated, is by the teaching of drawing to every child in the day school." He suggests the following course as proper for primary schools: (1) geometric forms and definitions; (2) practice in drawing, from flat copies and the blackboard, of simple objects and ornamental details; (3) elementary design, *i. e.*, exercises in filling simple geometric forms, such as the square, triangle, circle, or hexagon, with short lines, curved and straight, arranged symmetrically, as practiced in kindergarten schools; (4) drawing from dictation of exact forms in defined positions; (5) drawing from memory of previously drawn exercises; (6) learning the names, though not drawing the forms, of geometric solids."—For a full course in drawing for all grades of schools, see *Cycl. of Ed.*, art. DRAWING. (See also ART EDUCATION.)

EGYPT. A great and rapid improvement has taken place in the schools of Egypt, especially in those designed for higher education, under the rule of the present Khedive. The schools which were established by Mehemet Ali, mainly for the technical education of officers of his army, fell into decay under his successors, so that Ismail Pasha, on his accession, had in effect to begin anew. His educational enterprises

appear, in the light of the results, as shown in the more recent reports, to have been prosecuted with the same energy that has distinguished his operations in other lines of national development, and with more wisdom. The material for the following account of the state of education in Egypt, in 1876—7, has been chiefly drawn from Mr. J. C. McCoan's *Egypt as it is* (Lond. and N. Y., 1877).

The poorest schools, as a whole, in the country, are the *koutabbo*, or *makatibb*, or Arab primary schools, upon which the *fellahin* depend for their education, and of which every village is supposed to possess one or more. An enumeration of these schools was taken in 1876, which showed that the whole number of them was 4,685, and that they were attended by 111,803 pupils. The enumeration was, however, confessedly imperfect, and it is estimated that the actual number of these schools exceeds five thousand. About half of these schools have, or originally had, small endowments; while the others depend wholly on the voluntary contributions of the pupils. The teaching and discipline are very crude. No record is kept of the pupils' attendance or of the days on which school is kept. The instruction given seldom extends further than the reading and learning by heart of the Koran, to which writing and "the most elementary arithmetic" are added. Geography is commonly neglected, and when taught, the instruction is given according to the absurdities of the Koran, which contradict all the truths of modern science. The teachers are poorly paid, receiving but little more than five dollars a month, and are as poorly qualified, being, many of them, "not only illiterate, but blind to boot," and depending upon the use of their memory, and the prompting of a monitor, "for at all decently acting their part." Still, "rude as is the instruction provided by even the worst of these *koutabbo* or *makatibb*," says Mr. McCoan, "they educate the great mass of the *fellahin* to a level which, low though it be, is much above that reached by the Musulman peasantry in Turkey proper." The government is endeavoring to bring these schools under state control, but the process is and must necessarily be for a long time slow. — In the secondary schools under government control, the teachers receive a maximum salary of 750 piastres, or about 37 dollars, and a minimum salary of 200 piastres, or about 10 dollars, a month. Among the schools of this rank, are 23 municipal civil schools, of which 17 are in Cairo, 2 in Alexandria, and 1 each at Beni-Sooef, Minieh, Sioot, and Benoha. They register altogether 2,905 pupils. The most important of these schools is the one which was founded in 1847, by Prince Tefvik Pasha, the heir-apparent, at Kubbeh, near Cairo, in which practical farming is one of the branches taught. Three industrial schools were established in 1876, at which the least promising pupils of the primary schools will be taught trades, instead of being drafted into the army, as was formerly the custom. — A normal school has recently been established, for the purpose of training teachers for the Arab primary schools. Through it, instruction was furnished, in 1876, to 35 non-resident scholars, chiefly recruited from the most promising students in *El-Ashar*, in mathematics, geography, history, writing, the elements of physics, and the Koran. The students are appointed, after completing a two years' course, if they prove qualified, to the charge of country schools, with a

fixed salary and the prospect of further promotion. — The *special schools*, of which nine are enumerated — the Polytechnic, the Book-keeping and Surveying, that of Law and Languages, two preparatory schools, the Industrial, the Medical and Pharmaceutic, the school of Midwifery, at Cairo, and a third preparatory school, at Alexandria, in 1876, employed 136 masters, 22 of whom did double duty. These schools were attended by 1,386 pupils. At the school of midwifery, 30 young native women are taught reading, writing, arithmetic, the elements of medical science, and obstetrics, and are sent out as practitioners after a course of instruction of three years. The medical school yearly graduates physicians, surgeons, and apothecaries, "many of whom," says Mr. McCoan, "would not discredit the best European schools;" but, it is stated on other authority (Mrs. Amelia B. Edwards), that these practitioners fail to find the favor among the people which is accorded to inferior European doctors. The students at each of these schools are maintained by the government. — The school for the blind has been in operation a little more than two years. In 1876, it instructed 88 non-resident pupils in arithmetic, Arabic, grammar, and the Koran, for all of which branches raised letter text-books have been prepared. A second school for the blind has been opened, at which various handicrafts are taught. — Two girls' schools, founded about three years ago, give efficient instruction to about 450 girls. One of these schools, which was opened in 1873, employs 15 teachers, of whom 3 are Europeans, and is attended to its full capacity by pupils who represent every creed, race, and rank in the country. The course of instruction is arranged for five years, and embraces reading, writing, arithmetic, drawing, geography, the Turkish and French languages, music, the Koran (for the Moslem pupils), plain and ornamental needle-work, cookery, laundry-work, and general house-work. The second school, which was founded a few months after the first one, furnishes a less extended course, which is arranged principally with the view to domestic service. It employs 9 teachers, and gives instruction to 147 pupils, all of whom are entirely supported by its founder. Both these institutions are adequately endowed, and are under the care of the ministry of public instruction. A similar school is in process of erection, and arrangements are in progress to open others in the chief provincial towns. The Egyptian Mission of the United Presbyterian Church of North America has, for many years, maintained excellent schools for both boys and girls in connection with its mission stations. The Girls' Boarding School at Cairo, in 1876, had 11 pupils; and a similar institution at Sioot had 25 pupils. The training school at Sioot under the care of the Rev. David Strong, had 4 native professors, 3 of whom were graduates of the Syrian Protestant College at Beirut, and a tutor, with 84 students. The theological school connected with this institution had 10 students. — The most important of the *Mosque*

schools is still *El-Ashar*, which now provides instruction for more than 11,000 pupils. The scholars are of all ages, and come from the most remote provinces as well as from the larger towns. The instruction afforded is based upon the Koran. This institution has no obligatory course of study, and makes no attempt at a classification of its students. The professors are paid by voluntary donations, and the scholars attend at their option. If they are rich, they make presents to the teachers; and if poor, they are supplied with subsistence by the college. — The other principal *medrissas* are those attached to the mosque of Ahmadi, at Tanta, and to that of Ibrahim Pasha, at Alexandria, the former of which, in 1876, employed, 36 professors, and was attended by 3,827 students, and the latter had 65 professors and 413 students. The instruction given at these schools is similar to that provided at *El-Ashar*, but more limited. They are mainly supported by their own endowments. — The Copts have 12 schools at Cairo, and 4 others at Old Cairo, Gizeh, and Alexandria. The most important of them is the College of the Patriarchate, at which the Arabic, Coptic, English, and French languages, geography, writing, and singing, were taught, in 1876, by 13 masters to 379 students. A theological school at the same time trained 12 candidates. The Catholic Copts have also several primary and secondary schools, chiefly in Upper Egypt, with a total of nearly 300 scholars. — The Jews maintain several primary schools in Alexandria and Cairo, a large free seminary in each city, and a partially free school for boys at Alexandria. For the rest, they patronize the foreign schools largely, so that "an illiterate Egyptian Jew is now rarely met with." — The Greeks support two free schools for boys and girls at Cairo, and a boys' and a girls' school at Alexandria, with a total of 912 pupils. The Armenians have a free seminary for boys at Alexandria, and the Maronites have schools at Alexandria and Cairo. — The Italian College at Alexandria is maintained upon Egyptian governmental foundations aided by a subvention from the Italian government. The missionary schools of various Roman Catholic orders are highly spoken of for the excellence of their secular teaching. They registered in 1876, not including the private schools, 3,132 pupils, of many different creeds and nationalities. The missionaries of the United Presbyterian Church of North America maintain 28 schools, with an aggregate of 1,244 pupils, mostly Copts. Gratuitous instruction is given to 150 boys and 158 girls in the Arabic, English, and French languages, geography, history, and writing, and needle-work, for the girls, at the British mission school of Miss Whately in Cairo. The two Scottish mission schools at Alexandria gave instruction in substantially the same branches to 95 boys and 92 girls. Two "free, gratuitous, universal schools" have been established, one at Cairo and one at Alexandria, by the heir apparent, the objects of which are exclusively scientific and professional, and which teach no religious dogmas whatever. They were attended, in 1876, by 742 pupils, representing all the nationalities of the country and eight European nationalities. Night schools for adults are maintained in connection with them. The liberality with which nearly all the schools are opened to pupils of every race and creed, is mentioned as one of their most pleasant features. The Khedive and the princes are generous patrons of most of the schools. The Khedive gives \$62,500 annually to the primary schools, and a large subvention to the Coptic schools, besides which many of the mission and foreign schools have received from him or the princes subventions and valuable gifts. The imperfect enumeration of 1876 returned a total of 4,817 schools of all classes, with an aggregate of 140,977 pupils in attendance, and showed an increase of 1,072 schools and 27,722 pupils over the previous year. Most of this increase, however, was only apparent, being due to the greater completeness of the inspection. Two and one half per cent of the whole population, and four per cent of the male population, of the country, are under instruction of some kind. — Kiaz Pasha, the Egyptian minister of public instruction, visited France in July, and interested himself in observing the operation of the schools for secondary education.

ENGLAND AND WALES. *Education-
al Legislation.* — By the Elementary Education Act of 1876, which went into operation January 1st, 1877, the attendance required of children is in "certified efficient schools," which include, besides board schools, voluntary schools that earn a grant, and work-house schools certified by the Local Government Board to be efficient, that is, any "elementary school which is not conducted for private profit, and is open at all reasonable times to the inspection of Her Majesty's Inspectors, and requires the like attendance from its scholars as is required in a public elementary school, and keeps such registers of those attendances as may be, for the time being, required by the Education Department, and is certified by the Education Department to be an efficient school." The rules promulgated by the department early this year require that elementary education shall form the principal part of the instruction in the school; the ordinary fee shall not exceed ninepence; the school shall not be carried on for emolument or profit: the premises must be healthy, etc., and afford eighty cubic feet and eight square feet of space per child; the teacher must be efficient, and is "not allowed to undertake duties not connected with the school which occupy any part whatever of the school hours". Girls must be taught plain needlework. The instruction of infants must be tested as in public elementary schools; and 50 per cent of the children above seven years of age in average attendance must be examined in reading, writing, and arithmetic. One-half of all the children examined must pass in two subjects; and, for children above ten, one of these subjects must be arithmetic. The school must meet

400 times in the year, unless it is a purely half-time school.

The Elementary Education Act of 1876 provides for the appointment of a school-attendance committee for every borough and parish for which a school board had not been elected. Up to June, such committees had been appointed in all but three of the 106 municipal boroughs without school boards, and in 412 out of 587 unions.

Educational Statistics.—During the year ending August 31, 1876, there were inspected in England and Wales 14,273 day schools to which annual grants were made, containing 20,782 departments under separate teachers, and affording accommodation for 3,426,318 scholars. The number of pupils registered was 2,943,774, of whom 1,041,219 were under 7 years of age, 1,799,785 between 7 and 13, and 102,770 over 13. The number present at inspection was 2,412,211; the average daily attendance, 1,984,573; and the number examined, 1,142,612. There were also inspected 602 schools to which annual grants were not made, in which 36,088 scholars were present on the day of inspection. The number of night schools examined was 1,474, having an average nightly attendance of 49,858 scholars over 12 years of age.

A Parliamentary paper relating to grants to elementary schools shows that, for the year ending March 31., 1876, the total expenditure from education grants, including grants to training colleges, pensions to teachers, and expenses of administration, was £1,532,610,—an increase over the previous year of £175,863. The grants to Church of England schools amounted to £879,945; while British, Wesleyan, and other schools received £253,816, Roman Catholic schools £81,110, and board schools £173,778.

The 40 training colleges for teachers were attended by 3,007 students. The average attendance in aided schools (day and night) has risen from 1,225,764, in 1870, to 2,034,431, in 1876. The number of school boards in 1876 was 1,791, covering a population of 12,829,381. By-laws for enforcing the attendance of children at school had been sanctioned for London, for 109 municipal boroughs, and for 612 civil parishes, with a total population of 11,221,363,—nearly half the inhabitants of England and Wales. Of the boards, 1,486 sent to the department statements of receipts and expenditures for the year ending at Michaelmas, 1876, from which it appears that the total receipts were £2,875,371, or, excluding loans for works of a permanent character, £1,269,600. Of this latter sum, 16 per cent in England, and 24.4 per cent in Wales, were derived from grants from the education department; 69.1 and 59, respectively, from rates; 13.7 and 15.5, from school fees and sales of books; and 1.2 and 1.1 per cent, from other sources. Grants for the maintenance of schools were paid to 735 boards, to the amount of £206,197. The rate for the year amounted to 3.74d per pound in London; in English boroughs it averaged 2.87d per pound; in English parishes,

3.83d; in Welsh boroughs, 4.2 d; and in Welsh parishes, 4.98 d.—The sum expended by school boards during the year amounted to £2,920,532, of which £1,706,800 was for sites, building, furnishing, etc., and £1,213,732 for current expenses; namely, the cost of administration of 1,204 boards, the maintenance of schools provided by 997 boards, and the preliminary expenses of 282 boards having no schools. The cost of maintenance per child in average attendance in the schools inspected for annual grants was £2 1s. 4½d. in board schools, and £1 13s. 5½d. in voluntary schools. The number of certificated teachers receiving specified salaries was as follows:

Males.—Under £50, 146; from £50 to £75, 1,196; £75 to £100, 3,198; £100 to £150, 3,952; £150 to £200, 1,118; £200 to £250, 349; £250 to £300, 96; £300 and over, 42; total 10,097.

Females.—Under £40, 726; £40 to £45, 688; £45 to £50, 738; £50 to £75, 6,221; £75 to £100, 2,611; £100 to £150, 830; £150 to £200, 82; £200 and over, 9; total 11,905.

The estimated current expenses of the London board, for 1877—8, are as follows: maintenance of schools, £288,512½; enforcing compulsion, £27,413; industrial schools, £28,981; office expenses, £16,436½; interest and repayments of loans, £112,215; legal expenses, £4,000; total £477,558.

Teachers' Associations.—The eighth annual conference of the National Union of Elementary Teachers, held at Liverpool in April, was attended by about 500 delegates or representatives of the local unions. On the subject of spelling, while the opinion of the teachers was strongly in favor of reform, a resolution was unanimously passed antagonistic to the introduction of new letters. Corporal punishment was declared to be a mode of securing discipline which it is impossible to banish from school; but the teachers were willing to submit to such rules and limitations as must confine the employment of such punishment to very narrow and safe limits. An important and useful discussion took place on the pupil-teacher system, in which, as at present carried on, experienced teachers saw a great deal to find fault with. The question of pensions to teachers was also largely discussed. The needlework scheme of the Code of 1877 was universally condemned. According to the annual report, the union consisted of 10,000 members, and had 295 local associations affiliated with it.

The half-yearly general meeting of the College of Preceptors was held on July 14. From the report of the Dean it appears that the number of pupils examined during the year 1876—7 was 4,620, of whom 3,480 passed; while in 1875 to 1876, 3,138 were examined, of whom 2,181 passed. The number of teachers present at the examinations for the college diplomas, which commenced on June 26th, was 54 (24 men and 30 women), an increase of 20 over the corresponding examination of the previous year. The subjects of examination included the theory and practice of education, Scripture history,

the English language and literature, English history, geography, arithmetic, Euclid, algebra, Latin, Greek, French, German, chemistry, experimental physics, animal physiology, geology, botany, and drawing. Prizes have been established by the Council to be awarded for distinction in the theory and practice of education (the principal prize), and in the departments of languages, mathematics, and science. The fifth annual session of the training class commenced on April 9th, with a course of lectures by Prof. Croom-Robertson on *Mental Science in relation to Education*, and was continued by a course on the *History of Education*, by the Rev. R. H. Quick, M. A., and a course by J. G. Fitch, Esq., M. A., on the *Practical Work of Education*, including school management and methods of teaching. The report of the Council refers to the fact that a petition had been prepared for presentation to Parliament with the view to obtain the passage of an act affirming the principle of scholastic registration, and for the purpose of bringing the present condition of secondary education to the notice of Parliament. Upon this subject the following resolution was unanimously passed by the meeting:

"That in the opinion of this meeting it is most important, that the members of the corporation should urge their representatives in Parliament to consider favorably the petition of the College; since a scholastic registration act, providing for the institution of a general scholastic council, analogous to the General Medical Council, would not only be the first step toward securing for the profession its due position in public estimation, but would render any control or supervision of it by the government quite unnecessary." The petition referred to sets forth "that the interests of secondary or higher education in this country demand that some measure be enacted to prevent unqualified persons from assuming the office of school-master or teacher;" that while elementary education has been extended and improved, by various legislative measures, no adequate means have yet been adopted by the legislature for the advancement of secondary education; that, at repeated conferences of teachers both in London and in other large towns, resolutions in favor of a registration act, analogous to the Medical Registration Act, have been adopted with remarkable unanimity;" "that for carrying such an act into effect the appointment of a duly constituted body adequately representing all interests concerned and analogous to the Medical and Legal Councils which now regulate the professions of medicine and law, would, in the opinion of your petitioners, become necessary." The petition therefore prays that the House will take steps, to give effect to these suggestions, in order that secondary education in this country may be improved and advanced, and the profession of teaching may be reformed and raised to that position in public estimation to which by its importance it is entitled."

The National Education League, founded in

1869 for "the establishment of a system which shall secure the education of every child in the country," has been dissolved. It proposed to accomplish this end by means of universal school boards, compulsory attendance, secular instruction and free education in all schools supported or aided by local rates. These points had not commended themselves in their entirety to the friends of national education, while some of the advanced views of the League had aroused prejudices.

Secondary Education.—The Annual Conference of Head Masters, in 1876, was held at Rugby on Dec. 21. and 22., under the presidency of Dr. Jex-Blake. The report of its proceedings, published early in the current year, forms a large octavo pamphlet of 110 closely printed pages. Among the resolutions passed was one relating to the new examination for the Indian civil service, recommending "that, as the limit of age fixed for candidates for that service will be identical with the limit of age usually recognized for entrance scholarships at the universities, so the character of the studies required may be as far as possible the same, due weight being given to proficiency in such subjects as modern languages and natural science, as well as English, classics, and mathematics; and the Conference desires to see a limit placed to the number of subjects which candidates of the age of school-boys may take up." Other resolutions were as follows:

"That a memorial be addressed to the syndicate of the University of Cambridge, requesting them to consider the present arrangements for the B. A. examinations for honors, and, if possible, to relieve the pressure of work which now tends to discourage boys at school from continuing to study for double honors;" "that, in the opinion of the Conference, the teaching of Latin verse, even in upper forms, should not be compulsory on all boys, and that it be an instruction to the Committee to enter into communications with the Universities, and inquire what their practice and wishes are on this point, in regard to scholarships and other competition;" "that it be an instruction to the Committee to collect from experienced teachers, and print for the information of the Conference, a brief report of the results of their experience in the shape of answers to definite questions on the subject of the method and extent of natural-science teaching in schools, the expenses connected therewith, and the mode of fitting it into the general school curriculum."

The Committee were also instructed to continue their efforts "to help forward the professional training of school-masters in connection with the universities of Oxford and Cambridge." Among the numerous and instructive discussions, that on the teaching of physical science is noteworthy. The Annual Conference of 1877 was held at Marlborough College on Dec. 21. and 22., under the presidency of G. C. Bell, Master of the College. The following resolution proposed by Mr. Harper, and seconded by Dr. Abbott

was unanimously passed: "That it be an instruction to the committee to prepare a scheme for the training and testing of teachers, to be submitted to the committee of the Hebdomadal Council of the university of Oxford."

Superior Education.—An act to make further provision respecting the universities of Oxford and Cambridge was passed August 10. The object is set out in the preamble, which declares that the revenues of the universities are not adequate to the full discharge of the duties incumbent on them respectively; and, therefore, that it is expedient that provision be made for enabling or requiring the colleges in each university, to contribute more largely out of their revenues to university purposes, especially with a view to further and better instruction in art, science, and other branches of learning, when the same are not taught, or not adequately taught in the university. To this end it may be necessary to attach fellowships and other emoluments held in the colleges to offices in the university. It is further stated to be expedient to make provision for regulating the tenure and advantages of fellowships not so attached, and for altering the conditions on which the same are held, and to amend "in divers other particulars the laws relating to the universities and colleges." To carry the act into effect, two boards of commissioners are created, who, after the end of 1878, are to make statutes for the university, colleges, and halls, with the view to the advancement of art, science, etc. The Oxford commissioners are Lord Selborne, Lord Redesdale, Mr. Montague Bernard, Sir William Robert Grove, the Rev. James Bellamy, D. D., Henry John Stephen Smith (Savilian professor), and Mr. Mathew White Ridley. The Cambridge Commissioners are Lord Chief Justice Cockburn, the Bishop of Worcester, Lord Raleigh, Mr. Edward Plydell Bouverie, and the Rev. Joseph Barber Lightfoot.

From the Oxford University calendar for the year it appears that there are 2,400 undergraduates, or persons *in statu pupillari*, on the college and university books, of whom 24 per cent held scholarships or exhibitions, ranging in value from £30 to £100 a year, exclusive of scholarships or exhibitions granted by external bodies. Seventy-five per cent (about 1,800) read for honors in the various schools or faculties. Of these 33 per cent read for the school of *Literae Humaniores* (philosophy, classical history, and philology), 20 per cent for the school of modern history, 17 per cent for the school of theology, 15 per cent for the school of law, 7 per cent for the school of mathematics, and 6.5 per cent for the school of physical science. The average time spent in the university is over four years, 400 graduating each year. There are 360 fellows of colleges, exclusive of heads and professors, of whom 140 (out of a total of 160 college lecturers and tutors) are resident and engaged in teaching. The average endowment of fellowships is £250. There are 37 university professors, of whom 9 give no definite courses,

and have no pupils. They are distributed on subjects as follows: theology, 5; medicine, 2; law, 4 and a reader; *Literae Humaniores*, 7 and a reader; mathematics, 3; physical science, 7 and four readers; modern history, 3 and a reader; fine arts and modern languages, 7.

The degrees of Bachelor and Master of Natural Science, corresponding to B. A. and M. A., have been established at Oxford, candidates for which are permitted to substitute at the earlier examinations either French or German for one or other of the classical languages, but are required to take at the same time an increased quantity of mathematics.

In the university of London, 314 passed the matriculation examination in June, 1876, and 175 in January, 1877: 101 the first B. A. examination, 54 the first B. Sc. examination, 29 the first LL. B. examination, 97 the preliminary M. B. examination, 54 the first M. B. examination, 59 the B. A. pass and honors, 22 the B. Sc. examination, 10 the LL. B. examination, 23 the M. B. examination, 7 the B. S. examination, 11 the M. A. examination, and 11 the M. D. examination. In the examinations for women, 14 candidates obtained special certificates of higher proficiency.

Professional and Scientific Instruction.—The first step toward the establishment of a technical or industrial university in London was taken three or four years ago, when the Stationers' Company made arrangements for the delivery of a series of lectures at their hall on the art and history of printing. Subsequently the Clothworkers' Company established chairs of textile industry in the North of England. In 1876, the company sent M. John Beaumont, the instructor in textile industries at the Yorkshire School of Science, Leeds, accompanied by Walter McLaren, M. A., to visit and report upon the industrial schools of the continent. Their report was published during the present year. (*Report to the Worshipful Clothworkers' Company of London on the Weaving and other Technical Schools on the Continent: London and Oxford, 1877.*) These steps have been followed by the grant of £1,000, made by the Drapers' Company, to be administered by the Society of Arts in providing courses of lectures for workmen, and by the letter of Major Donnelly of the South Kensington Department of Science and Art, published in the Journal of the Society of Arts, in which he sets forth his ideas of what a technical university should be. On June 7., a meeting was held at Mercers' Hall, having in view the establishment of a technical university in London, when representatives of the Corporation and most of the Guilds were present. It was announced, that considerable sums of money had been conditionally promised; and a committee, with Lord Selborne as chairman, was appointed to prepare a scheme in furtherance of the objects of the meeting. At a meeting of the committee held Dec. 13., reports and suggestions from six specially nominated referees, — Prof. Huxley, Col. Donnelly,

Capt. Douglas Galton, H. J. Wood (Assistant Secretary of the Society of Arts) and Mr. Bartley of the Science and Art Department, were presented.

In England and Scotland there are 75 industrial schools, of which 55 (39 for boys and 16 for girls) are Protestant, and 20 (16 for boys and 4 for girls) Roman Catholic. The number of children in these schools Dec. 31., 1876, was 13,745. The children are, in the first instance, set to wood-chopping, and match-making, that they may learn the use of their hands. As they grow older, they are removed into workshops, where the elements of some trade are taught them. They are also taught reading, writing, and arithmetic.

The directors of the London and Country Bank have issued a detailed scheme of examination for applicants for situations in that establishment. The subjects comprise: orthography, including spelling and punctuation, as tested by dictation; English composition, as tested by a letter or essay on a given subject; arithmetic, including vulgar and decimal fractions; and two or more of the following: algebra to quadratic equations; Euclid, books I. and II.; French, German, and Latin.

From the third report of the Director General of Military Education by Army Schools, which has lately been published, it appears that, on the 31st of December, 1876, there were altogether 248 school-masters, 186 acting and detachment school-masters, and 947 soldier assistants employed in the English Army. At the same date, there were also 249 trained school-mistresses, and 612 pupil teachers, monitresses, etc. From a table prepared from returns received from the Adjutant-General of regiments and corps, amounting to 172,392 men, it appears further that, on the first of January, 1876, there were, out of the total number given above, 8,540 men who could neither read nor write, 7,614 who could read but not write, 78,748 who could both read and write, and 77,490 who are described as "better educated." The total number of men in the school books, at the end of 1876, amounted to 34,871; while the average number of children attending army schools during the year was 10,271—5,516 being boys, and 4,755 girls. In regard to the army school-masters, a substantial boon is stated to have been conferred upon them since the publication of the last report, by an order making them eligible to sit at the annual examinations of the Committee of Council on Education, and to receive the certificate of merit if found qualified. Every young school-master may, therefore, now reasonably entertain the hope of finding employment in the public elementary schools of the country, after having earned his pension in military service; or even after the expiration of his first 12 years of service, if a sufficiently good opening in civil life should present itself to induce him to relinquish the prospect of a military pension. Few students, the report adds, leave Chelsea as school-masters, who may not, if they choose to

keep up a habit of moderate study, pass the examination of the Committee of Council.

EPISCOPAL CHURCH. *I. Church of England.*—The members of the Church of England have given great attention, since the passage of the elementary education acts of 1870 and 1873, to the maintenance of the schools of the church, and have taken measures to prevent their becoming absorbed in the board schools. The efforts of the church in maintenance of its schools are promoted chiefly by the National Society. The report of this society, presented at its sixty-sixth annual meeting, which was held on the 6th of June, 1877, represented that the schools of the church were holding their own admirably, and that their prospects for the future seemed very bright. The executive committee had organized a "special relief fund" for the help of the poorer church schools so as to enable them to overcome the financial difficulties to which they were subjected under the operation of the education acts, and to preserve their separate existence. The number of church schools which had been transferred to the Board, formed but a small fraction of the whole number existing; and the committee believed that, if the pressure under which they were suffering could be sustained for one or two years longer, the voluntary schools might ultimately be placed in a fairly satisfactory condition for the future. Notwithstanding the increased burden imposed upon church people for the support of Board schools, their subscriptions to their own schools amounted to £592,000 in the year ending August 1., 1876,—being an increase of £63,817 over the subscriptions for the previous year. The church schools now provide accommodation for 2,105,849 children, or a greater number than constituted the average attendance at all the elementary schools in the country. The same subject was discussed at the church congress in October, 1877, where "the position of voluntary schools under the education acts of 1870 and 1876, and the duty of the church with reference to board schools" was one of the topics of the programme. Several additional facts in relation to the church schools were discovered. It was shown that the results of the Education Act of 1870, instead of being injurious, had been on the whole favorable to the church schools; for churchmen had increased their support of voluntary education, while dissenters had relaxed theirs, or had allowed their schools to become absorbed in the new system. Of the increase of 1,104,224 places in accommodation, which had taken place in voluntary schools since 1869, the church had provided 806,018 places; and during the year ending August 31., 1876, there were 596 additional church schools provided, giving accommodation for 96,233 children; while the number of voluntary schools other than those of the Church of England had been diminished by one. The wages of the church school-masters had risen 16 per cent since 1870, but the increase only corresponded with the general rise in wages. Mak-

ing allowance for the superior provision of teachers' residences provided by the church schools, the average of salaries paid by them and by the board schools was about the same, although the board schools apparently paid an average of £11 10s more than the church schools. Of the 10,000 church schools which were in existence when the act of 1870 was passed, only 379 had succumbed, and of these only 17 were in the metropolis. — Each of the nine theological seminaries of the Church of England is under the care of the bishop of the diocese in which it is situated. It is specified of two of them — those at Lichfield and Salisbury — that they are intended for graduates of the universities. The theological department of the Queen's College, Birmingham, has professors of pastoral divinity and exegesis of Holy Scripture; the college at Chichester has, besides the principal and vice-principal, lecturers in the Greek Testament and ecclesiastical history, and in parochial law; St. David's College, Lampeter, has a principal and professors of Hebrew and theology, Latin literature, Welsh, English, and other modern languages, and natural science; St. Aidan's, Birkenhead, has a principal and a vice-principal; the college at Cuddesdon, a principal, a vice-principal, and five *prælectors*; St. Bees, Cumberland, a principal, a tutor, a lecturer, and an honorary tutor; and the colleges at Lichfield, Salisbury, and Wells, have each a principal and a vice-principal. — The Society for Promoting Christian Knowledge has a foreign translation fund for providing Bibles and prayer-books in foreign languages. The National Society for Promoting the Education of the Poor in the Principles of the Established Church throughout England and Wales has spent, since its formation in 1811, nearly a million of pounds sterling, in building and fitting up school-rooms and teachers' residences, in building and maintaining metropolitan and diocesan training institutions, for exhibitions in the provinces, for the inspection and organizing of schools, for establishing and supporting the metropolitan and provincial depositories, in grants for school-books, and in conducting inquiries as to the state of the Church of England schools. A depository is kept by the Church of England Education Society for the supply of school-books and materials at wholesale prices to the clergy and teachers.

II. *Protestant Episcopal Church.* — The principal institution for theological instruction of the Protestant Episcopal Church in the United States is the General Theological Seminary, in New York City, which is under the care of the whole church, as represented by the bishops and the diocesan members in its board of trustees. Instructions concerning the ministry and its duties are given to the candidates in the senior class by Bishop Potter of New York. The other professorships in the institution are of ecclesiastical history, pastoral theology, systematic divinity, the Hebrew and Greek languages, ecclesiastical polity and law, Biblical learning, and the interpretation of the Scriptures. Any candidate for

holy orders with full literary qualifications will be received as a student in the seminary, and "others may be admitted who produce satisfactory evidence of religious and moral character, of attachment to the Protestant Episcopal Church, and, in general, of such dispositions and habits as may render them apt and meet to exercise the ministry." The other theological institutions of this Church are under the care of diocesan or local boards. — The Berkeley Divinity School, Middletown, Ct., has chairs of instruction in doctrinal and pastoral theology, literature, and interpretation of the Scriptures, Christian evidences and homiletics, literature and interpretation of the old Testament, ecclesiastical history, Hebrew, and elocution. The Episcopal Theological School, Cambridge, Mass., has professorships of ecclesiastical polity, ecclesiastical history, Oriental languages and Biblical interpretation, and systematic divinity. — The Bishop Seabury Divinity School, Faribault, Minn., has chairs on the pastoral office (filled by the bishop of the diocese), homiletics and liturgies, divinity, old and new Testament exegesis, church history and polity, with three tutors. — The professorships in the Divinity School at Philadelphia, Pa., are: systematic divinity, Biblical learning, ecclesiastical history, homiletics and pastoral care, and Hebrew. — The Theological Seminary of Virginia, near Alexandria, has chairs of Biblical learning, systematic divinity and homiletics, church polity, and church history and canon law. Professorships are provided at Nashotah Theological Seminary, Wis., in the departments of pastoral theology, systematic divinity, exegesis, Biblical literature and Hebrew, and ecclesiastical history.

The other theological institutions of the Protestant Episcopal Church are Nebraska College and Divinity School, Nebraska City, Nebraska, with chairs of pastoral theology, exegesis, and theology; the theological department of Griswold College, Davenport, Iowa, with chairs of systematic divinity, ecclesiastical history, pastoral theology, and homiletics; the theological school at Topeka, Kansas, with one chair of systematic theology, Hebrew, and interpretation; the Vermont Episcopal Institute, Vt., with a chair of languages, history, and exegesis of the Scriptures; St. Andrews' Divinity School, Syracuse, N. Y.; De Launcey Divinity School, Geneva, N. Y.; the Diocesan Theological Seminary of Kentucky; and the Bishop Scott Grammar and Divinity School, Portland, Oregon.

Twenty-nine students were matriculated at the opening of the General Theological Seminary, on the first day of November, 1877, making the whole number of students matriculated since 1822, in the institution 1,217. At the meeting of the board of trustees, May 23d, the seminary was shown by the report of the standing committee to have assets amounting to \$578,746, and liabilities amounting to \$442,115.66. It was the owner of one hundred and twenty-one lots of ground, the rents of which during the past year had amounted to

\$12,280. Seventy-two students had attended the institution during the year, of whom twenty-five members of the class of 1876, had been ordained to the diaconate since the last annual meeting of the board. Nine members of the graduating class received the degree of Bachelor of Theology. A change was made in the constitution affecting the future appointment of the board of trustees, by which it was provided that every bishop having jurisdiction in any diocese or missionary district in the United States shall have the privilege of membership in the board, besides which each diocese shall be entitled to one trustee, and to one additional trustee for every forty of the clergy belonging to the same, till 1880, after which year the number of trustees (on the basis of the clergy) shall not be increased, except as each diocese, or any dioceses thereafter to be formed, may be entitled to a maximum of three trustees.

The Seabury Divinity School, Faribault, Minn., in the year 1876—7, had 25 students under training for the ministry. There were 7 students graduated Bachelor of Divinity at the Nashotah Divinity School, Wis.; 8 were graduated at the Cambridge Theological School, Mass.; and 4 at the Philadelphia Divinity School. — A new scholarship, called the Charles E. Lex scholarship, has been founded at the Philadelphia Divinity School. Bequests have been made to the Berkeley Divinity School, Middletown, Ct., by Mrs. Mary A. Mütter, of \$25,000, for the endowment of a professorship of liturgies, homiletics, and pastoral theology; \$10,000 to defray the expenses of daily services at St. Luke's Chapel, including a salary for a chaplain of not less than \$250 a year; and \$3,000 as the "Alsop Memorial Fund," the income of which is to be applied to the purchase of books to be presented to each graduate on his ordination. — The Rev. Dr. James DeKoven, warden of Racine College, Wis., gave a review of the twenty-five years' history of the institution at the reunion day, June 26, 1877. He claimed for it that it was almost a solitary instance in the United States of a college and grammar school supporting itself for twenty-five years without any assistance, except the money given to repair losses and erect buildings, and without any endowment, except the land and buildings which had themselves been partly paid for out of the current receipts of the college. The whole number of scholars during twenty-five years had been 1,439 in the college, and nearly 1,100 in the grammar school; and the whole number of graduates was 133, of whom 102 were in the school of letters, and 31 in the school of science. Two of the graduates were in charge of other schools of the church, and thirty-one others were either clergymen, or soon to become clergymen, while forty students who had been ordained, and about twenty others who were preparing for ordination, had attended the college, but had not been graduated. — The University of the South, at Sewanee, Tenn., is under the especial care of the dioceses of Louisiana, Tennessee, North Carolina, South Caro-

lina, Georgia, Florida, Alabama, Mississippi, Arkansas, and Texas. The scheme for its foundation was suggested by Bishop Polk of Louisiana, in 1856, and was considered and approved by the bishops of the patronizing dioceses at meetings held by them during the sessions of the General Convention of the same year. Trustees were chosen by the conventions of the several dioceses in the following spring, and they met and organized as a board of trustees at Lookout Mountain on the 4th of July, 1875. The location of the institution had been decided upon, an endowment of half a million dollars had been promised, and ten thousand acres of land had been received for its benefit, when its further progress was interrupted by the civil war. A new beginning was made after the war. A liberal contribution of money was obtained from England, and the junior department of the university was opened in September, 1868, with nine students. The number of students rose, during the next year, to 107, and in 1876, had increased, to 243, of whom 146 were university students, while 5 were in the theological school, and 92 in the preparatory school. The body of pupils includes representatives of all the patronizing dioceses and students from four northern states. A second application for funds was made to the friends of the university in England, in 1875, and resulted in the receipt of gifts amounting to more than forty thousand dollars. Two colleges receive the support of several dioceses co-operating with each other. Racine College, Wis., is sustained by the dioceses of Michigan, Indiana, Nebraska, Missouri, Colorado, Western Michigan, Illinois, and Fond du Lac. The other colleges, besides Columbia College, which is not wholly an institution of this church, are Trinity College, Hartford, Ct.; Northfield University, Northfield, Vt.; St. Stephen's College, Annandale, N. Y.; Hobart College, Geneva, N. Y.; De Veaux College, Suspension Bridge, N. Y.; Burlington College, Burlington, N. J.; Lehigh University, South Bethlehem, Pa.; the College of St. James, near Hagerstown, Md.; Kenyon College, Gambier, O.; Jubilee College, Ill.; St. Paul's College, Palmyra, Mo.; and Griswold College, Davenport, Iowa. Fifty diocesan schools for boys and for girls are supported in 28 dioceses and missionary jurisdictions of the church.

The Board of Missions of the Protestant Episcopal Church has diocesan schools and benevolent institutions in connection with several of its missionary jurisdictions. Two schools at Portland, Oregon, and a girls' school at Walla Walla, Washington Territory, under the missionary jurisdiction of Oregon and Washington Territory, had in all, at the time of making the last report, 244 pupils. A hospital and orphanage are also established in this diocese. The missionary jurisdiction of Nebraska and Dakota has a school for girls, and Nebraska College for boys, to the latter of which institutions a professorship of theology is attached. The two church schools for boys and girls in Ne-

braska have been moderately successful notwithstanding great financial difficulties. A school for girls was opened in the diocese of Nevada, in October, 1876, which had 60 scholars in the second term, and defrayed all its expenses during the first year, including insurance, repairs, and interest on the debt. St. Mark's school, at Salt Lake City, Utah, in the diocese of Montana, Idaho, and Utah, has 450 pupils. Schools are also established in the same diocese at Ogden, Plain City, and Logan. The Missionary College of St. Augustine, in Northern California, has been in operation for nine years, and has given instruction to 400 pupils; and nearly 200 girls have enjoyed the privileges of the girls' school in the same diocese. The missionary bishop of Niobrara, whose work is largely among the Sioux Indians, reports an increased attendance at the day schools, and improvement resulting from their influence. A church school has been established at Gros Mome, in Northern Hayti, which had, at the last report, about thirty pupils. The boys' school at Tokio, Japan, had, on the 29th of November, 1876, when it was destroyed by fire, 59 pupils. It has since been suspended on account of the difficulty of getting a suitable building. A girls' school, connected with the mission in Japan, was started, in 1875, with 5 pupils, and returned 35 pupils by the last report. The Church is represented by a mission at Athens, Greece, conducted by a single teacher. —The St. Augustine Normal School and Collegiate Institute for Freedmen is in successful operation at Raleigh, N. C., under the care of the Committee on Home Missions for the Colored People, a department of the Board of Missions. Most of the other schools under the control of this committee were closed on the 1st of March, 1877, the primary instruction of the colored people having been provided for under the public school systems of the several states.

The Rev. Samuel I. J. Schereschewsky, now bishop of Shanghai, who has labored for more than fifteen years as a missionary in China, is endeavoring to establish a missionary college in that country, and has made appeals to the members of the Protestant Episcopal Church and to benevolent citizens of the United States for contributions to assist in his object. A divinity school under the care of the missionaries has already been started at Shanghai, which, at the end of 1876, had 10 Chinese teachers and divinity students and 35 scholars. The real need of such a school was shown, at the same time, by the fact that there were then 14 native candidates for holy orders in China. This school would form the theological department of the proposed college. It was estimated that the sum of \$100,000 would afford endowments sufficient for three professorships, and \$20,000 besides for building purposes, and would justify the beginning of the work. In March, 1877, Dr. Schereschewsky had obtained promises of about one third of the amount he sought, and began an effort to raise the rest of the sum through the subscription of one hundred and

forty shares of \$500 each. The Board of Missions have approved the plan of Bishop Schereschewsky, and have placed at his disposal one of the buildings of the mission at Shanghai. The General Convention also signified its approval of the scheme at its triennial meeting, held in October, and commended the effort to raise money for the institution to the clergy and laity of the Church.

Diocesan schools of the diocese of Long Island, which were endowed by the widow of the late Alexander T. Stewart, in connection with the Cathedral at Garden City, were formally opened on the 19th of September by the bishop of the diocese. These schools consist of one school for boys and one for girls. The boys' school is divided into five forms or classes, in each of which the students are to remain one year, the course being intended to fit boys for the university, the school of science, or for practical business life. "Instruction in Christian truth, on the basis of the Church catechism," forms an integral part of the system of education in both schools. The buildings for these schools have not yet been erected.

The Rev. Thomas Gallaudet began a Bible class for the educated deaf-mute residents of New York City and vicinity in 1850. St. Ann's Church for Deaf-Mutes, in New York City, was organized in 1852. The Church Mission to Deaf Mutes was formed in 1872, and now has an organization in the United States which reaches, with its clergy and services, more than 1,000 men, and maintains a Home for Aged and Infirm Deaf-Mutes in New York City.

The Evangelical Education Society received, during the year ending October, 1877, the sum of \$18,347.51, and expended \$17,567.18. It had aided 59 students, and had 34 names on its roll of beneficiaries at the time of making its report. Among those who had finished their course of study, was a Japanese student, who was the first of that nationality that had been ordained to the ministry of the Church. The society, at its annual meeting, decided that it was expedient, except in cases that have peculiar claims, to restrict the extension of aid, as a rule, to young men with full literary qualifications, who are candidates for orders, and also expressed the conviction that aid properly furnished to students for the ministry is calculated to benefit both them and the church. —The Society for the Increase of the Ministry received, during the year ending September 1., 1877, from forty-three dioceses and missionary jurisdictions, \$26,575. Its expenditures, during the same period, were \$30,076. In November, 1877, it had received 104 scholars for the coming year. —The General Convention of the Protestant Episcopal Church, adopted resolutions in October, expressing the conviction that it is the duty of the clergy and laity of the Church to take, as far as the opportunity is afforded them, an active interest in the public schools provided by the state, and to supplement them with Christian instruction elsewhere, by adding

church schools and institutions wherever they are needed and can be supported. It also appointed a committee to take the subject of education into consideration, collect facts, and prepare suggestions for the next General Convention.

III. *Reformed Episcopal Church.* — This is an ecclesiastical organization professing doctrines and having a liturgy similar to those of the Anglican and Protestant Episcopal Churches but revised and amended so as to exclude teachings which were alleged to tend in the direction of Roman Catholicism. It was organized in December, 1873, at a convention of ministers and laymen who were dissatisfied with the growth of prelatical doctrines and ritualistic practices in the Protestant Episcopal Church. The convention was called by the Rev. George David Cummins, formerly assistant Protestant Episcopal Bishop of Kentucky, who had previously withdrawn from the Protestant Episcopal Church, and signified his intention to organize the new denomination. It has four bishops in the United States and British America, and, according to the reports made to the General Council in 1877, had 59 congregations, with 4,996 communicants, 10,728 persons connected with the congregations, and 6,534 scholars in the Sunday schools, besides one congregation of about 300 attendants

in London, England. The General Council of 1876, made provision for the organization of a university, to be called the University of the West, and to be established near Chicago, Ill. Mr. Edward Martin, of Red Hook, N. Y., has given a tract of 160 acres of land just outside the limits of the city of Chicago, and valued at more than \$200,000, for the maintenance of the faculty and students of the college of theology and afterward of the other colleges of the university. The regents of the university accepting the gift, resolved to call the theological department, after the name of the giver, the Martin College of Theology. A faculty for the college of theology has been elected, with the Rev. William H. Cooper, D. D., as dean and professor of systematic theology and exegesis. The chairs already filled are those of exegetical, Biblical, and pastoral history; ecclesiastical history and polity; apologetics, or evidences of natural and revealed religion; and mental and moral philosophy and rhetoric. The General Council of the Church has adopted a course of study and a list of textbooks for candidates for the ministry, to which it is expected the course of the college will conform as nearly as practicable. A training school, in connection with the colored congregations of the Charleston, S. C., Convention, has been attended by five to six students.

FINLAND. A law was passed in 1686, requiring all persons who sought to be confirmed in the church to be able to read and to know the catechism, and made it the duty of the clergy to hold annual examinations in all the parishes in order to ascertain who possessed those qualifications. As confirmation was an essential condition to the obtaining of a marriage certificate and the enjoyment of ecclesiastical privileges, this law in effect made education compulsory. It is still in force, and under it the ability to read has become common among the people. In 1866, a law was passed, establishing by state aid public common schools throughout the country, under which popular education has attained considerable development within the last ten years. The government of the school continued to rest with the authorities of the church till 1869, when a state board of education was instituted, consisting of a president and six members, which has the general supervision of the popular and secondary schools, and of the schools for deaf-mutes, and the blind, and publishes a report every year. Local supervision is vested in a school committee chosen by the people of the city or town. The university and the special schools have their separate authorities. The educational board of the senate is still the highest authority in school matters. Until 1866, the only opportunities offered for learning in country places, were given by the ambulatory village schools, under the

supervision of the minister in each parish. These schools were of a very low grade; the teacher, who moved from place to place, and boarded with the families whose children he instructed, taught and knew little else than reading, spelling, a little Bible history, and catechism. It was designed by the law of 1866 to give a school to every commune and town. In 1874, 324 schools had been established under the law, of which 100 were situated in the towns, and 224 in the country. The elementary branches were taught in them, with geography and singing, and such studies as natural philosophy, natural history, drawing, geometry, and gymnastics. The number of teachers was 387; of whom 189 were males, and 198 females; 152 were graduates from the teachers' seminaries, and 25 were students from the university.

The report for the year 1875-6 presents the following facts: In the *towns*, the number of schools was 124, — 64 upper and 60 lower schools. Of these, 67 were conducted in the Finnish language; 52, in Swedish; and 5, in both. There are also a few schools, not included in this number, that are conducted in Russian. In the *country*, the number of upper schools, kept during the year, was 285, besides which there were 8 lower schools, and 100 schools for little children. Of these schools, 275 received assistance from the government. There were 79 schools for boys, 71 for girls, and 135 for girls and boys. The Finnish language was used in

243; the Swedish, in 39; and both languages, in 3. At the end of 1876, there still remained 252 country districts without schools.—The number of teachers was as follows: In the town schools, 185,—males, 49; females, 136. Of the former, 19, and of the latter, 39 were graduates of the teachers' seminaries. In the country schools, the number of teachers was 295,—males, 178; females, 117. Of the former, 97, and of the latter, 67 were seminary graduates.—The number of pupils was as follows: In the town schools, 6,815, of whom 3,643 used the Finnish language; 3,967, the Swedish; and 105, both. In the country schools, the number of pupils was 11,363, of whom 9,553 used the Finnish language; 1,725, Swedish; and 85, both. From this report, it will be seen that public education is making rapid progress in Finland.

Pupils to be admitted to the secondary schools must be at least nine years of age, and are required to pass an examination in Bible history and the Lutheran catechism, the reading, writing, and spelling of the mother-tongue, the elements of grammar, and the fundamental rules of arithmetic and geography. In the lyceums, which include the old "higher elementary schools" and the gymnasia, boys only are prepared for admission to the university by means of seven classes, the highest of which occupies two years. At two of the lyceums, one of which, the Swedish, is at Helsingfors, and the other, the Finnish, at Tavastehus, classes in pedagogical study and practice are provided, which are under the direction of four head-masters, at which candidates for the office of teacher in any of the secondary schools must attend for one year after passing their examination at the university. In 1874, there were 18 lyceums, 9 of which were complete, with seven classes; 7 had only the four lower classes, and 2 were new, with as yet only the two lowest classes. The principal subjects taught at the lyceums are religion; the Swedish, Finnish, German, Russian, and Latin languages; mathematics, including arithmetic, algebra, geometry, and trigonometry; universal and Finnish history and geography; natural philosophy, the sciences, and logic; with Greek, French, drawing, singing, and gymnastics, as elective studies.

One *real school* is established in each of the cities, the whole number of these schools, in 1874, being 33. They give a more thorough instruction in the common branches than is afforded by the popular schools, and prepare pupils for the polytechnic and special schools. Mathematics, natural philosophy, book-keeping, German, and English are taught in them; and, in some of them, Russian. These schools are still under re-organization. In 1874, there were seven public schools for young women, one of them, at Helsingfors, being of a higher order, with seven classes, while the others had only four classes each. Instruction is given in them in religion, language, history and geography, arithmetic, the elements of geometry, the natural sciences, drawing, singing, gymnastics, and needle-

work; and a class in pedagogy is established in connection with the seminary at Helsingfors. The secondary schools all suffer from the unusual attention which has to be given to the study of modern languages, which, however, is somewhat justified by the peculiar situation of the country. Both the "mother-tongues," Finnish and Swedish, claim consideration; Russian is taught for political and commercial reasons; while German, French, and English, one or more of them, have a place as the three great languages of civilization.

The University of Finland, founded at Abo in 1640, and removed to Helsingfors in 1828, is governed by a chancellor, a rector, and the consistory. The present chancellor is the eldest son of the emperor, and is represented at Helsingfors by a vice-chancellor. The rector is selected by the chancellor every three years out of three members of the faculty designated by the regular professors. The faculties are of theology, jurisprudence, medicine, and philosophy. The latter faculty is divided into historico-philological and mathematico-physical sections. Each faculty consists of a fixed number of regular professors, with such extraordinary professors, or *doctores*, as it may be necessary to appoint, and special instructors in the faculty of philosophy. The total number of teachers engaged in the fall term of 1875 was sixty. Candidates for admission to the university must pass an examination in all the branches taught by the lyceums and enroll themselves in one of the four faculties, and also in one of the six nations, into which the students are divided according to the division of the country from which they come. The nation exercises a kind of special moral control and discipline over its members. The university is established on the Swedish or German, as distinguished from the English or American, plan. It has an endowment of about \$712,000, gold, and a revenue of about \$170,000, gold, and is well provided with buildings, cabinets, and apparatus. It was attended, in the fall term of 1875, by 642 resident students, besides 250 who were matriculated, but were pursuing their studies in the country or at their homes. Tuition is free; and the university sends, at its own cost, every year at least three graduate students to study in foreign countries, one of them especially for pedagogical studies.

The Polytechnic School at Helsingfors received its present organization in 1877. It has a preparatory and five technical courses, embracing studies which occupy from four to nine years. The teachers' seminaries include one Finnish institution, the school established by Uno Cygnaeus at Jyväskylä, with separate departments for male and female pupils, and two Swedish institutions, one for men, at Ny-Karleby, and one for women at Ekenäs, the candidates for admission to which must be 18 years old. In addition to the ten regular agricultural schools, several schools for butter and cheese making have been established; and a plough-instructor

is appointed in each of the eight counties, who goes around to teach the farmers new methods for the cultivation of their fields and the breeding of cattle. A forest institute was established in 1862, and was re-opened, after having been closed for a time, in 1874. The other special schools are the military school at Fredericks-hamn, six schools of navigation, two technical real schools for instruction in mechanical trades, with Sunday-schools in every city for the same purpose, four schools for deaf-mutes, and two asylums for the blind.

The schools are commonly in operation from the first of September to the middle of June, with a vacation of four weeks at Christmas. The popular schools must be open at least thirty weeks in every year in order to get state aid. Instruction is given either in Swedish or Finnish, according as either is the mother-tongue of the majority of the pupils, and occasionally in both languages at the same school. Oral instruction is very largely used. Corporal punishment has been abolished in all the secondary schools and in many others. All the public schools are supported, wholly or in part, by the state, but the towns assist in the support of many of them. Small tuition fees are, however, charged in all the secondary schools, and in many of the popular and special schools. The average salary of the teachers is, in the popular schools in the country, about \$200; in the towns, a little more; in the secondary schools, \$320 to \$480 for women — \$560 to \$960 for men. Teachers who have worked faithfully for thirty or thirty-five years are paid by the state the amount of their full salary as an annual pension for life. — The *private schools* include several schools of the primary grade, 4 lyceums, 33 ladies' schools, 2 schools of commerce, 2 schools of art, one evening school of industry and drawing, and one school of horticulture. Several of these schools receive small subsidies from the government.

Manual labor was introduced into the elementary schools of Finland through the instrumentality of Uno Cygnäus, the organizer of the present school system of the country, not for the sake of practical and economical profit, but because it was regarded as affording in itself one of the most valuable means of instruction. A letter from Cygnäus, which is published in the *Rheinische Blätter für Erziehung und Unterricht*, gives a favorable account of the results which have followed its introduction. The general exhibition which was held at Helsingfors in the summer of 1876 showed what had been accomplished in the schools by it. The productions of the pupils attracted marked attention from all the visitors, and were spoken of with general satisfaction. Cygnäus, who ceased to be the director of the seminary of Jyväskylä in 1870, is chief inspector of the elementary schools in Finland, but expects to be retired soon under a regulation by which civil officers more than sixty-three years of age may be retired with a full pension. At the *Landsdag* (parliament) of 1877,

a petition was received from several prominent men asking for the establishment of a Finnish seminary for both sexes in Sordavala. Another important petition came from Otto Nordström, asking the *Landsdag* to reform the public schools and introduce compulsory education. A memorial was presented from A. W. Lyra of Helsingfors, asking the government to establish schools in the 2 town and 252 country districts, where there are yet no schools. These and other educational petitions and memorials have made the educational question the leading topic of discussion in the *Landsdag*, and in the press of the country. The *Landsdag*, which convenes every fifth year, is, at this writing, still in session, and no results have been reached. The great contest is between the Finnish and Swedish languages. Of Finland's population, about five-sixths are Finns, and less than one sixth are Swedes. Swedish culture was introduced during the union with Sweden. The Swedish-speaking population, forming a well organized and strong bureaucratic party, and residing largely in the towns, and the Finnish-speaking population, the bulk of which consists of the long neglected peasantry, do not understand each other's speech, and the one must learn the language of the other. The large Finnish-speaking part of the people have had to be satisfied with elementary schools, while the gymnasias and the university have been almost monopolized by the Swedes. The idea of a national Finnish culture, the struggle for getting Finnish recognized as a language that may be heard in literature and upon the stage, has been met and is still met with scorn and ridicule by its Swedish-speaking opponents. One and a half millions of Finns, if they would take part in the higher culture of the land, must learn a foreign tongue,—the language of 200,000 of their fellow-citizens, the aristocracy of Finland. For some time the nation has been divided into two parties on this question, the contest growing more bitter on both sides. The Swedish party have position, wealth, education and a good organization; the national party have, however, made considerable progress, and have now in the *Landsdag* many able representatives. Finnish literature is beginning to surpass the Swedish in number of books. A few years ago, the Finnish language was placed on an equal footing with Swedish at the university, and will in a few years be made obligatory for every civil officer in the rural districts. A Finnish theater has been established. At present the great question to be settled by the *Landsdag* is whether Finnish is to be properly respected in the establishment and distribution of the higher schools as has been recommended. The Finnish-speaking party demand that the language of the schools shall be determined by the language of the districts where they are erected; so that where a majority speak Finnish, the school shall be Finnish. They insist, and justly so, that the Finns cannot acquire a higher culture unless they can get it in their own language. The Swedes want the question settled by the proportion of scholars

attending school in the several districts, as they will have, on account of the non-attendance of the Finnish children, a majority in nearly every district. A third conciliatory resolution provides that both languages shall be taught in the mixed schools. A detailed account of the condition of the public school in Finland is given by Prof. Felix Heikel, of the university of Finland, in a paper, which has been published by the U. S. Bureau of Education among its *Circulars of Information*.

FLORIDA. The principal changes in the school law of 1869, on which the present system in Florida is based, were made during the years 1871, 1874, and 1877. They relate chiefly to the collection, care, and apportionment of the school moneys, the penalties to be imposed upon delinquent officers, and the establishment of an agricultural college. The basis of apportionment for the school moneys, according to one of these amendments, is the number of children between the ages of 4 and 21, instead of 6 and 21, as formerly. The failure on the part of local officers to take the school census — on which alone the annual distribution of the school moneys can legally be made — has given rise to one of the most serious disadvantages under which the schools have for some time labored. Notwithstanding this, the record of the last two or three years shows considerable progress in education — a progress the more commendable, since it has been made in the face of political excitement, apathy, and, in some cases, active opposition. This check to the advancement of the educational interests of the state is now, in a great measure, removed; and the efficiency and usefulness of the schools will, probably, henceforth steadily increase. The need of a normal school is severely felt, and the want of uniformity in text-books has been a fruitful source of embarrassment. In the latter respect, though no state series, as such, was adopted, the benefits of such a series were partly secured by the adoption, on the part of county superintendents and local school boards, of certain books a list of which had been prepared and recommended by the state superintendent.

For the colored schools, the superintendent, in his report for 1876, claims not "satisfactory" although "very commendable" progress.

The present *state superintendent* is W. P. Haisley, who was elected in 1876 for four years, his term expiring in 1881.

The chief items of the *school statistics* for 1876 are as follows, the first, however, being taken from the report of the previous year:

Number of children of school age (1875)	74,828
" " enrolled in public	
schools.....	26,052
Average daily attendance.....	16,720
Number of teachers, male.....	375
" " female.....	182
Total.....	557
Total receipts for school purposes.....	\$93,500
Total expenditures for school purposes..	\$101,722

Secondary Instruction.—Twelve public high schools — 9 for whites and 3 for colored persons

— exist in the state, but no report has been made of them since 1875. The report of the following year shows, also, 6 private secondary schools, with 34 teachers and 496 pupils.

Superior Instruction.—Though few opportunities exist in Florida for acquiring anything beyond an elementary education, signs of an awakening in this respect are already shown; and it is hoped that the opening of the new agricultural college, the students for which are to be drawn from the lower schools, will prove a stimulus to the general division of those schools into the usual grades — primary, grammar, and high — which are found in more advanced states. A noteworthy incident in the recent educational history of the state is the erection of a temporary building for the agricultural college above mentioned in the village of Eau Gallie, on land donated to the state by W. H. Gleason. This institution, to be known as the Florida State Agricultural College, was established by the legislature for the purpose of teaching "such branches of learning as are related to agriculture and the mechanic arts, without excluding other scientific and classical studies, and including military tactics, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life." Its principal endowment consists of the agricultural college land scrip assigned to the state by the act of Congress of July 2, 1862. Each senator is entitled to send one representative from his district to the college, and each county one student for each member of the assembly from that county, these students to be selected from among "the most advanced pupils in the common and higher schools therein." The board of trustees resolved that it should be "a matter of special effort to adapt the college, in its agricultural and horticultural character, to the peculiar and unique semi-tropical character of the vegetable capacity of Florida, and thus inculcate among the people a strong and intelligent determination to avail themselves as fully as possible of the valuable climatic advantages of the state." It was with a view of carrying out the determination of the directors to "establish an extensive nursery for the introduction and cultivation of those rare and precious tropical and semi-tropical plants and fruits that can, in all the United States, be raised by open-air culture only in Florida" that the location of Eau Gallie was chosen. Should this feature of the college be made prominent, as is expected, it is easy to see that the institution, in respect to this peculiar attraction, will stand alone among the agricultural colleges of the country.

FORESTRY. Schools of, a class of professional schools which, although as yet entirely unknown in the United States, have existed in Germany for more than a hundred years, and are now found in nearly all the European countries. These schools are attracting at present the attention of statesmen on account of the increased economical importance which is now at-

tributed to the preservation of forests.—The first schools of forestry originated in Germany, in the practice of experienced foresters, who assembled around them young woodsmen, in order to acquaint them with the results of their experience. These schools were called *Meisterschulen* (master schools); the first of which was founded in 1764, by Zanthier, in Wernigerode. By the extension of the theoretical instruction, which included to an increasing extent, the auxiliary sciences, the master schools gradually expanded into private institutions of forestry. The first public school of forestry was founded in 1770, in Berlin, by the minister von Hagen. It had only one teacher, the botanist Gleditsch, who remained connected with it until his death, in 1786. The school was discontinued in 1802; and Prussia remained for more than 30 years without any special school of forestry, the only instruction given in the mean time being lectures on the subject, at the University of Berlin. In 1821, an academy of forestry was founded in connection with the University of Berlin; but it was, in 1831, transferred to Neustadt-Eberswalde.—In Würtemberg, the first school of forestry was established in 1772; in Bavaria, in 1790. In Saxony, the Cotta Master School, at Zillbach, which in 1811 had been transferred, with its master, to Tharand, obtained, in 1816, the character of a national academy of forestry, and soon reached the highest rank in Europe, which it maintained as long as Cotta lived. In 1877, there were in Germany nine academies of forestry. Of these, five,—at Eisenach, Neustadt-Eberswalde, Münden (Prussia), Aschaffenburg (Bavaria), and Tharand (Saxony)—were independent institutions; one,—Hohenheim (Würtemberg)—was connected with an agricultural school; two,—Carlsruhe (Baden) and Brunswick,—with a polytechnic school; and one,—Giessen (Hesse)—with a university.—Austria has a richly endowed academy of forestry at Maria-brunn near Vienna, which was founded in 1813, and, in 1875, was connected with the high school for *Bodencultur* (agriculture) in Vienna. There are, besides, schools of forestry at Aussee in Moravia, founded in 1852, and at Weisswasser, in Bohemia, founded in 1855. Hungary has an academy of forestry in connection with the mining academy of Schemnitz, founded in 1809, and re-organized in 1861. In Switzerland, a high school of forestry was established in 1861, in connection with the polytechnic school of Zürich. France has had, since 1824, a national high school of forestry. The attempt to found an academy of forestry in Belgium, in 1865, failed. In Italy, a school of forestry was founded in 1869 at Valombrosa. Russia has the institute of forestry at St. Petersburg (since 1813), the academy of agriculture and forestry at Moscow, and a school of foresters at Lissino. In Spain, a school of forestry was established in 1846 at Villaviciosa, near Madrid; it was re-organized in 1869, and transferred to San Lorenzo del Escorial.—In Germany, the candidates for admission to an academy of forestry are gen-

erally required to pass an examination in the same branches as the candidates for admission to a university. The prescribed course of instruction embraces from two to four years. Quite recently, the proposed union of the independent academies of forestry with either a university or a polytechnic school has called forth a lively controversy, both among the professional writers and in the German diets. All the academies of forestry, with the exception of one, have declared in favor of the union. For the complete equipment of an academy of forestry, at least ten professorships are demanded; namely, three for forestry, and one each for law, political economy, mathematics, chemistry, mineralogy, botany, and zoölogy; besides extensive collections relating to forestry and natural sciences, and a forest for practical exercises.—See Hess, *Die forstliche Unterrichtsfrage* (Berlin, 1874), in which the literature of the subject is given in full; DANCKELMANN, *Forstacademien oder allgemeine Hochschulen* (Berlin, 1872); BROWN, *Schools of Forestry in Europe* (London, 1877).

FRANCE. According to a new census, taken in 1876, the population of France amounted to 36,905,788, against 36,102,921, in 1872. This shows an increase within four years of 802,867, or 2.17 per cent. equal to an annual increase of 0.54 per cent. The city of Paris, in 1876, had 1,988,806 inhabitants. The total population of the colonies and other dependencies, according to the latest official accounts, amounted to 6,100,000, giving for the whole French republic a population of about 43,000,000.

Educational History and Legislation.—The Committee on the Budget of the Chamber of Deputies, in their report made on the 21st of March, recommended the appropriation for the use of the department of public instruction, in 1878, of 52,957,714 francs, a larger sum than had been asked for by the minister. Among the objects needing the assistance of the state, the committee named especially the provision of safer buildings for the national library and museum, and apparatus for the school of pharmacy; the instruction of midwives at the Faculty of Medicine in Paris; additional material for the Museum of Natural History, new astronomical establishments in the provinces, the school of living oriental languages, and the French schools at Athens and Rome for higher education; the improvement of buildings, the subvention of communal schools, the re-organization of libraries, and the addition to them of works on foreign history and ancient and modern geography, and the improvement of the teachers of the elementary classes in secondary education; also the increase of the primary schools and of the primary normal schools. The credit of five million francs, voted by the Chamber of Deputies, in 1876, for the construction and repair of school houses had been exhausted, and proved insufficient. The passage of a special law was recommended, creating a fund for the construction of school-houses, and directing that it should be supplemented by annual appropriations

of five million francs during fifteen years. This would permit school-houses to be built in all the communes, and in the principal hamlets.

On the 16th of May, the minister of public instruction issued a circular relative to the collection of school fees from pupils residing outside of the communes in which the schools they attend are situated, so as to make the manner of collection correspond to the changes effected by the law of 1875. Such fees will hereafter be collected by the municipal collectors, and, in case it becomes necessary, by compulsory process. In case no effects are returned under such process, the commune which receives the pupil will be required to make up the deficiency. For this reason a decision had been made that such pupils as those in question should not be admitted by the teacher, except upon the written authorization of the *maire* of the commune in which the school is situated. The minister suggested that admission ought not to be refused to non-resident pupils without some plausible reason, such as an already crowded school, or a probability that the parents of the child would not pay the school fees, and the commune would be obliged to make them good. In the absence of a legitimate cause of refusal, the public interest would be promoted by permitting families to send their children to the schools most convenient to them, even though they should be outside the bounds of their own municipalities. — An entire change in the cabinet officers took place on the 18th of May, in consequence of which Mr. Waddington retired from the position of minister of public instruction, which he had held since the 9th of March, 1876. He was succeeded by M. Brunet, senator from La Corrèze. The new minister received the members of his department on the 28th of May, and made them an address on the occasion of his assuming his office, in which he spoke in laudatory terms of the success of the administration of his predecessor, and declared it to be his ambition to leave the department in as good condition as he found it. At the meeting of the Superior Council of Public Instruction, held on the 17th of July, M. Brunet spoke in reference to the new law respecting the freedom of superior instruction, expressing himself confident that he should be able to examine and interpret it impartially, and with a sole regard to the public good. In an address before a general meeting of the lycæums and colleges of Paris and Versailles, on the 6th of August, the minister again referred to the institution of the free schools and their friendly competition with the university. In speaking of the improvements which had been introduced into the system of instruction in all grades, the minister remarked that primary instruction had the first claim upon the liberality of the legislature. Such instruction is in effect, he said, the discharge of a sacred debt,—the prime national debt; the state should not shrink from any sacrifice to carry education to the most obscure hamlets. — On the first of June, the new minister addressed a circular to

the prefects, calling attention to the fact that many of the officers charged with educational functions had departed from the reserve which was imposed upon them by the nature of their duties, so far as to assume a political attitude which tended to produce difficulties with the civil administration, and asking to be informed of the political relations and acts of such officers, in order that he might take such action as should be necessary in their cases. The general elections of the 14th and 28th of October having resulted in the return of a chamber of deputies hostile to the policy of the government, a new change of ministry occurred on the 24th of November, in which M. Faye, member of the Institute, was appointed minister of public instruction. The new minister received his deputies on the 29th of November, but made no formal address, expressing informally the opinion, that he should not remain long enough in office to be able to undertake any distinct measures of policy. The Assembly passed a vote of want of confidence in the new ministry, immediately after it was formed, and refused to have any transactions with it. Another change of ministry, therefore, became necessary, and was effected on the 13th of December, when a ministry in accord with the Assembly was appointed, in which M. Bardoux was assigned to the department of public instruction. — The blanks furnished to the directors of the school libraries for making their reports in 1877, contained spaces for indicating, under the four general heads of literature, history, agriculture, and science, what classes of books were most frequently read; and the directors were requested by the minister of instruction to name particularly those works which had been most often lent out; the statistics thus obtained to be presented at the Exposition of 1878. The minister, in a circular to the directors, called attention to the losses which the libraries suffered by the wearing out of the books, and the deterioration which took place in the value of many of the libraries in which there was an inadequate supply of new works, the books, being read and re-read till no longer of interest. To supply this deficiency, in case the library funds were not sufficient to make frequent additions, he suggested that a system of exchange might be adopted between neighboring libraries, so that the volumes which had become stale in one, might serve as new works in another. The minister commended the course pursued in the schools of the territory of Belfort, where the pupils, on returning the books they had taken out, were required to give an account, in the presence of their fellow-pupils, of what they had read, as tending to increase attention in reading and to attract interest to their books. — Libraries for teachers have been founded in each of the six centers of the *arrondissement* of Epinay, admission to which is by an annual subscription. The libraries are intended to contain educational journals, works on pedagogy, specimens of classical works, educational

apparatus, and whatever else may assist in the practical qualification of teachers.

The commissioners of the Universal Exposition to be held at Paris in 1878 have invited a full representation of the condition and resources of education in France. They desire it to include, besides illustrations of the apparatus of instruction, the exhibition of text-books, programmes of studies, and specimens of the methods and results of instruction, as shown in the tasks and achievements of the pupils.

On the 8th of September, the minister of public instruction issued a circular embodying a plan for the formation, in connection with the Exhibition, of a library composed exclusively of works of every kind which have been published by professors in French universities from 1867 to 1878. A catalogue will be made of the books, which is designed not only to be a guide to the collection, but also to serve as a complete bibliography of the period represented. The books will be kept together, after the close of the exhibition, as a kind of library of the university. In another circular, issued on the 25th of September, the minister proposed to make a collection of machines and instruments of precision invented by the professors, and also of the tangible results of their discoveries in different branches of science, as exemplified in mechanical applications of mathematical formulæ, chemical substances, physical appliances, etc. In order that the professors may not be too much embarrassed by the expense of preparing their inventions for exhibition, the minister will aid them from the funds under his control in the case of very expensive apparatus, or where aid is absolutely necessary.

The minister of instruction issued a circular on the 10th of November commending the departmental exhibitions which had been reported to him, and approving the connection of them with the great Exhibition of 1878. He advised the departmental inspectors to go on organizing exhibitions with this view, suggesting that if there were not sufficient material in any particular jurisdiction to justify a special exhibition, two or more different jurisdictions could be united for the purpose, and expressing the hope that every region of France, even every academy, might be represented by the works of its scholars in the forthcoming Exhibition.

Of the ministers of public instruction who have held office in the course of the year, William Henry Waddington is best known. He was born in 1826, at Paris, being the son of English parents, and studied at the university of Cambridge. After returning to France, he became naturalized, and being in possession of a large property, devoted himself to the study of numismatics. In 1869, he was elected a member of the *Académie des inscriptions et belles-lettres*, which had previously bestowed prizes upon two of his publications. Since 1864, he has been a member, and since 1871, the president, of the *conseil général* of the department of Aisne. The

same department elected him, in 1871, a member of the National Assembly, and in 1876 a member of the Senate. In both bodies he joined the Left Center, of which party he became one of the most prominent members. On May 18., 1873, M. Waddington was appointed minister of public instruction; but, on May 24., he resigned, with all the other members of the cabinet. He obtained the same position again on March 9th, 1876, in the cabinet Dufaure, and retained it in the cabinet of December 12th, 1876, which was presided over by Jules Simon. He held the office this time until May, 1877, when the entire cabinet resigned. In the controversy between the state and the Catholic party* concerning the conferring of academic degrees, Waddington, who is a Protestant, took at once a determined stand; and, soon after entering upon his office, he officially announced that, although he desired freedom of instruction, deeming it necessary, it was his intention to restore the exclusive right of granting degrees to the state government. A few days later, he introduced the bill abrogating the clauses of the university law, which permitted faculties unconnected with the state to grant degrees. The Chamber of Deputies, on June 1st, passed this bill by the large majority of 388 against 128; but, in the Senate, it was on June 21st defeated by a vote of 144 to 139. In the new cabinet formed by Dufaure, in December, 1877, Waddington received the portfolio of foreign affairs. The successor of Waddington as minister of public instruction, in the conservative cabinet of Broglie, Joseph Mathieu Brunet, was born March 4th, 1829. He did not take a prominent part in the political history of his country until 1873, when he was elected to the National Assembly. In this body, as well as in the Senate, to which he was elected in 1876, he was a member of the Right Center, or the Conservative party. His circular to teachers forbidding them to take an active part in politics was severely criticised by all liberal parties. His administration was very acceptable to the Catholic party. — Agénor Bardoux, who was in December, 1877, appointed minister of public instruction, in the cabinet Dufaure, was born Jan. 15., 1830, and is, like Waddington, a Protestant. He was elected a member of the National Assembly in 1871, where he distinguished himself by his able reports, and as an orator, and soon became one of the leading members of the Left Center or the Moderate Republicans. In the cabinet of March 10., 1875, he held the position of under-secretary of state in the ministry of justice. In 1876, he was elected to the Chamber of Deputies, and was re-elected in 1877.

* *Primary Education.* — The whole number of teachers in the public and private schools of France is 114,398, who are classified as male and female, titular and adjunct, lay and *congréganiste*, as follows: In the public schools, male teachers: 32,292 lay titular, 6,440 lay adjunct,

* A full history of this struggle is given in the *Cyclopedia of Education*, in the art. FRANCE.

2,232 *congréganiste* titular, 4,733 *congréganiste* adjunct; *female teachers*: 10,874 lay titular, 2,487 lay adjunct, 10,836 *congréganiste* titular, 9,326 *congréganiste* adjunct, teachers. In the private schools, *male teachers*: 1,841 lay titular, 1,324 lay adjunct, 673 *congréganiste* titular, 2,252 *congréganiste* adjunct; *female teachers*: 5,426 lay titular, 4,309 lay adjunct, 5,722 *congréganiste* titular, 13,381 *congréganiste* adjunct. The lay teachers prevail in the rural districts, *congréganistes* in the cities.

Inasmuch as it has been charged that the French have paid too little attention to the study of geography, the conductor of the *Manuel général de l'instruction primaire*, in order to stimulate interest in that branch of science, has offered prizes for treatises on the best method and the best practical processes to be employed in teaching geography in the primary schools, and also for memoirs in the shape of geographical studies with historical illustrations and maps upon the communes, cantons, *arrondissements*, and departments, in which the several schools are situated. These are to form a part of the French educational exhibit at the Exposition of 1878.

In anticipation of this Exposition, the provincial and local educational exhibitions held in 1876 and 1877, were observed with unusual interest. The study of geography was also brought into prominence at these exhibitions. At Orleans, *mémoires* were presented on the local geography and the geography of the department, with a synoptical map of the department exhibiting the *arrondissements*, cantons, and communes, accompanied by statistical tables. Sketches by pupils were exhibited of topographical excursions which had been made by them, with the distances and directions carefully estimated. At Puy, the representation included statistics of the population of the communes, and hamlets, isolated houses, the distance of notable points from each other, accounts of natural features, historical and antiquarian notices, traditions and legends, the products of the soil and industry, and the names of the principal estates. The most important of the local exhibitions was held at Belfort, from the 26th of December, 1876, to the 18th of January, 1877. It was comprehensive, carefully arranged, and successful. The greatest prominence was here also given to geography, in relation to which special stress was laid upon the system of teaching, which begins by calling attention to the features of the commune, then of the canton, of the department, of the whole country, and finally of Europe and the rest of the world. At the exposition of the department of Tarn-et-Garonne, at Montauban, geographical studies and communal maps had also a conspicuous place. The exhibition embraced, besides, an illustration of the school savings-bank, and a representation of the condition of education in the department prior to 1790, and of the comparative degrees of advancement exhibited by the conscripts in 1867 and 1877. Among the other subjects which have received especial attention at these exhibitions are the

industries and productions of the districts in which they are held, object-teaching and its applications, the metric system, natural science, composition, needle-work, and, generally, whatever pertains to school life and educational progress.

A report made on the 18th of May by M. Gréard, director of primary education in the department of the Seine, of the operation of the primary schools of Paris since the first of October 1871, shows that, during the period under review, 25,000,000 francs had been spent on the schools, and 189 elementary schools had been created, transferred, or enlarged, adding accommodations for 35,447 pupils. Six superior primary schools had also been added during the same period. A new credit of 5,000,000 francs was proposed for the continuance of such changes, the result of which would be to add places for 20,325 more pupils, making the total increase of accommodations, since 1871, sufficient for 55,802 pupils. In his report for 1875, M. Gréard pointed out, that although the total number of names on the registers of the several schools was only 184,646, a large proportion of the remaining population of Paris of school age was receiving education elsewhere. Thus 11,000 of the pupils of lyceums, colleges, and of the commercial schools founded by the Chamber of Commerce were under fourteen years of age; while it was estimated that about 45,500 children were educated at home. Adding to these the pupils of the commercial schools, the total number of children under instruction would be 230,000. It was then estimated that additional accommodation would be needed in the public elementary schools for 33,000 pupils. After the additions now in progress are completed, there will remain to be furnished places for about 12,000 children under six years of age. Besides the elementary schools, the city has founded several superior and a few technical schools, and is improving them; but the attendance upon them is still very irregular. No provision has been made for the instruction of girls in schools above the elementary grade, the former superior school for girls having become a boarding-school receiving only a limited number of pupils. In selecting sites for new schools, the authorities keep in view the importance of choosing such as are within easy reach of the children. Year after year, consequently, the distances to be traversed by the children going to school have been diminishing, while at the same time the accommodation has been increasing.

A re-organization of the evening schools of the department of the Seine was effected in August, 1877, the principal features of which are the separation of adults and apprentices, the graduation of the course of instruction into elementary, middle, and superior instruction, the institution of an examination in primary studies, and the establishment of a fixed salary for the teachers. The schools will be opened, with sessions of two hours each, from the 15th of October to the 30th of June in each year. A special section will be

opened for apprentices in schools in which they number not less than thirty. When the apprentice pupils are fewer than thirty in number, they will be placed in classes separate from the adult pupils. Every school will provide a primary course and a middle course of instruction; the superior course will be provided, wherever a class of thirty pupils competent to enter it can be formed. Each course will be classified in divisions, according to the number of pupils, on the basis of about fifty pupils to each division.

A prize has been offered in the department of Seine-et-Oise for the composition of a *Manuel élémentaire d'économie politique* (*Elementary Manual of Political Economy*) for the use of public schools. Prizes have also been offered in the department of the Basses Pyrénées for treatises on providence, economy, and saving, in which the writers will be required to explain in language adapted to children what is meant by those terms, to describe a mutual aid society and a savings-bank and show the usefulness of those institutions, and to point out the advantages which would follow the establishment of savings-banks in the schools.—The members of the Council-General have generally declared in favor of gratuitous instruction.

Mr. Comartin, formerly mayor of Groslay, has left a legacy of 80,000 francs as the foundation of an annual or biennial prize to be offered to the communal schools of the canton of Montmorency, department of Seine-et-Oise, for essays on some branch of science applied to agriculture, or for the best archaeological work relating to the history of the *arrondissement* of Pontoise, the prize to be awarded according to the decision of the pupils of the schools. It has been decided to divide the benefits of the legacy among the several schools of the canton, proportionally to their relative importance.

A teacher in the department of the Loiret has prepared a history of the schools of his commune from the beginning of the eighteenth century to the present, which contains a list of all the school-masters, numerous incidents relating to popular instruction, the deliberations of the communal council under all its forms of organization as affected by the changes of government which the country has undergone, lists of honor, pupils etc., and giving a complete view of the progress which has been made in the kind and methods of instruction and discipline. His work is highly commended by the departmental inspectors. Sixty-eight teachers in the department of the Vosges have responded to an appeal which was made to them to investigate the *patois*, or local dialect of Lorraine, and have presented essays on the subject.

Superior Instruction.—The law of July 12th, 1875, providing for the freedom of higher instruction, gave the Catholic party in France, for the first time since the revolution of 1789, an opportunity to establish their own universities. The schools which the Church had formerly controlled were abolished, together with many other institutions and the whole previously existing

system of education, by that revolution. The scheme of national instruction instituted by Napoleon I. placed the schools under the exclusive control of the state, and left no room for the educational work of the church. The Catholic party were not able to get any concessions made to their desires under the first Empire, the restoration, or the Orleans dynasty. Under the second republic, however, the law of the 15th of March, 1850, made primary and secondary instruction free. Numerous schools, therefore, were started under the care of the Church, and placed in competition with the official schools. An effort was made, in 1867, to extend the principle of freedom to superior education. A petition asking for the enactment of such a measure was forwarded to the chambers, but received hardly any attention till May, 1868, when, on the 19th of the month, after a discussion of four hours, the chamber by a very large majority rejected it. The agitation was continued with vigor for four years longer, until at length the desired law was obtained from the constituent assembly of the third republic. The Roman Catholic clergy immediately took steps to establish a central university in Paris and a system of provincial institutions of a similar character in other suitable places. The archbishops and bishops of the north-western dioceses issued a pastoral letter on the 8th of September, 1875, in behalf of the University of Paris, recommending that a general subscription be taken in the churches, on All Saints' day of each year, for the establishment and maintenance of the institution. Special honors were conferred on contributors of large sums. Whoever gave 1,000 francs should receive the title of *benefactor* of the University; the contributor of 2,000 francs should be called an *illustrious benefactor*, and the giver of 100,000 francs a *founder* of the institution. These titles were open to families, communities, parishes, and societies of all kinds, as well as to individuals. Benefactors and founders were offered the further privilege of having their names inscribed upon tables placed in the halls of the institution, the names of founders following those of the bishops. Efforts were made almost simultaneously by other bishops in behalf of the institutions in their dioceses, the first movements for the universities of Angers and Lille antedating by a few weeks the circular in behalf of the one in Paris. Contributors to the university in Lille were offered a diploma, and founders a mass to be said daily for them as long as the institution should endure. The university in Paris has been established in the building of a female school of the Carmelites. It is designed ultimately to embrace the five faculties, of theology, literature, science, law, and medicine. Only the faculties of literature, science, and law, have been established as yet. The last was opened on the 17th of November, 1875, with 9 professors; the faculty of literature on the 15th of December following, with 7 professors; and the faculty of science on the 29th of the same month, with 7 teachers.

A university for the western dioceses has been established in Angers, on the proposal of the bishop of the diocese, with the adhesion of the cardinal archbishop of Rennes and the bishops of Tours, Laval, Mans, Luçon, and Angoulême. It was inaugurated on the 15th of November, 1875, and the faculty of law was opened with 11 teachers. A faculty of letters has since been established, with 10 teachers. — A third university for the North, at Lille, was opened on the 18th of November, 1875, with 9 professors in the faculty of law, and 6 in the faculty of letters.

The legal faculty of the fourth university, at Lyons, was opened on the 20th of November, 1875, with 9 professors. — Faculties of theology and of philosophy have been organized in connection with a university to be established at Poitiers, with 5 professors in the former, and 2 in the latter faculty.

For the sixth university, which is to be established at Toulouse, only the preliminary steps have been taken. — These universities are all organized on the same plan. The general supervision is exercised by a council consisting of the bishops of the dioceses interested in each institution, to which may be added administrative and financial councils of laymen, and a special council of direction. The general regulations are patterned after those of the state institution. Each university is intended eventually to possess the full number of five faculties. In most of the institutions, the establishment of the faculty of theology is delayed, while the faculty of law is made especially prominent, with the view of securing a body of professional men fitted for official positions, who shall be imbued with clerical ideas. The faculties of law include courses of three years in the Roman, civil, criminal, commercial, and administrative law, with an additional year in the pandects, the law of nations, etc., for the Doctor's degree. The literary course at Paris includes philosophy, history, geographical science, Greek, Latin, and French literature. The scientific course includes pure and applied mathematics, physics, chemistry, zoölogy, comparative anatomy, physiology, botany, geology, and mineralogy. The literary and scientific course at Lille embraces the philosophy of religion, natural rights, philosophy, Latin, general literature, physics and chemistry, the natural sciences, and the German and English languages. The faculty of letters at Angers embraces courses in philosophy, history, Greek, Latin, French, foreign and oriental literature, comparative grammar, esthetics, and the history of art.

Before the war of 1870, France had two Protestant theological faculties, — one of the Reformed Church at Montauban, and one of the Lutherans at Strasbourg. By the cession of Strasbourg, the French Lutherans were deprived of their only theological school. M. Waddington, the former minister of public instruction, after consultation with all the parties interested in the subject, decided to abolish the school at

Strasbourg and replace it by a new faculty, to be established in Paris. The project was carried forward to completion under the new minister, and the new faculty was formally installed at Paris on the 1st day of June, 1877. The course of study is arranged for three years, during the first of which the student is required to attend fifteen, and during the second, ten lectures a week. He may, however, include in the number some lectures of the faculties in other institutions. To be admitted to the preparatory section, the candidate must be a *bachelier ès lettres*, or have presented himself for the second half of the studies required for this degree. To be admitted to the examination for *ascension en théologie* (promotion to the theological section) he must have studied at least one year in the preparatory section, must present a written philosophical essay, a Greek version, and a German or English version, and must be orally examined in the languages of the Old and the New Testament, the history of ancient and modern philosophy, the reading of the Latin and Greek fathers, and of certain previously specified German authors. The faculty was opened on the 8th of November, with 20 students, 8 of whom were in the section of theology. Nine applications were received at the opening for examination for the licentiate, and one for the Doctor's degree.

Special Instruction. — The work of the Society for the Instruction and Protection of Deaf-Mutes is assuming every year greater importance. The number of deaf-mutes under the care of the society exceeds 100. By means of the application of the phonomimic method, these unfortunates are enabled to attend the communal or free schools, and in them receive instruction at the same time with the speaking pupils. It is stated that not only is their intellectual development promoted by their association with the other scholars, but that they are also enabled, by imitation, gradually to gain the power of speech. The phonomimic method is represented, in the report of the society, to be growing in efficacy; and its more general introduction is promoted by the lessons given by M. E. Grosselin in the normal school, by the aid of which new teachers are to employ it from the very beginning of their career.

FRIENDS, Society of. An educational convention of the Orthodox Friends of the United States and Canada was held in Baltimore, Md., December 21st and 22d, to consider the interests of higher education in the society and the means of making it more complete and efficient. Most of the colleges, boarding-schools, and academies of the society were represented by delegates, and all the yearly meetings on the continent were represented either by delegates or by correspondence. It was stated, as a reason for calling the convention, that the educational work of the yearly meetings had suffered by being too disconnected. While the distinction from each other and independence of the yearly meetings were recognized, it was believed that, as they had a unity of faith and purpose and a

common brotherhood, a greater unity of purpose, a more uniform school system, and the concentration of the higher schools at fewer, stronger, and more central points, would give more efficiency and economy to the work of the society. Moreover, numerous accessions of new members were being received in the South and West, for whom it was necessary to provide increased facilities for education. Among the subjects which were discussed were: the best means to secure the thorough education of scholars; the adequate endowment of professorships and the establishment of funds to aid deserving young men and women in obtaining an advanced education; the best plan of ventilation and the proper arrangements in the schools and colleges of the society; the collection of accurate and complete statistics from all the schools; the establishment of a first class high school in North Carolina, and of academies in each of the quarterly meetings of Kansas; and the importance of urging upon teachers the necessity of attending to the ventilation and the sanitary condition of their schools. A standing committee was appointed to consider the whole question of education as affecting the Society of Friends, as well as the question of establishing a permanent board of education and a permanent general secretary, with power to call another convention in the course of a year. Another committee was appointed to prepare an address embodying the conclusions reached by the conference. A plan for establishing, somewhere near the city of Philadelphia, a young women's college of the same grade as Haverford College was regarded with general favor. — The ninth biennial First-day School Conference of Friends in America was held at Indianapolis, Ind., November 13th, when four days were occupied in the discussion of subjects connected with the interests of First-day or Sunday-schools. The reports of statistics were incomplete, but the best estimate gave the number of teachers at 2,875, and of scholars at 32,844, with an average attendance of 19,768. — The reports made to the school conference of the London Yearly Meeting of Friends, in May, 1877, stated that twelve public schools were under the charge of the society, with a total of 1,045 pupils, of whom 620 were boys and 425 were girls. The expenditure at Ackworth, the largest school, had been £2,895, being at the rate of £9 19s. 10d. per scholar. — The latest reports of the First-day schools in Great Britain give more than one hundred schools, with 20,000 scholars, the latter number exceeding the whole membership of the society in the kingdom. These schools are chiefly of the nature of mission schools, being for the benefit of persons not belonging to the society, and are attended by pupils who are generally more than sixteen years of age.

FROEBEL SOCIETIES. It was only within three years of Froebel's death, that the Baroness Marenholtz-Bülow, the distinguished educator Diesterweg, of Berlin, and the enlightened ducal family of Weimar, became ac-

quainted with, and appreciated, his life work, which he left to be carried forward by them and others whom he had inspired and instructed. In 1867, the Congress of Philosophers at Prague gave to its education committee the duty of inquiring into the results of Froebel's system, as manifested by those whom he had personally started in their life development in his kindergarten. The report of that committee revealed the fact that all these persons were marked as superior, and themselves ascribed their superiority to this Froebelian education; and that, for want of the organized training of kindergartners, there was danger that what had been gained would be lost; and that the exercises of play and work would be carried on mechanically, without that insight into the idea and *rationale* of the method, which enables the kindergartner to adapt it to the varying individuality of the children under her care.

To meet and avert this danger, therefore, there was formed the *Allgemeine Erziehungs-Verein*, which has established a college in Dresden for training kindergartners, and gives certificates on examination, after ten months' faithful study under ten professors. The *Allgemeine Erziehungsverein* publishes, as its central organ, an educational monthly, entitled *Die Erziehung der Gegenwart*. It was, in 1877, in its fifth year, is edited by W. Schröter, the director of an educational institution in Dresden, and has among its contributors the baroness Marenholtz-Bülow, Dr. F. Dittes, the philosopher Fichte, and other educators of note. The fifth general meeting of the society was held in Wiesbaden, in September, 1876, and was numerously attended, not only from all parts of Germany, but by distinguished educators of Denmark, Italy, Hungary, and other countries. The next (6th) general meeting is to be held in 1878, in Dresden. Besides the *Allgemeine Erziehungsverein*, Germany has another Froebel Society, called *Deutscher Froebelverband*. Its third annual meeting was held at Leipsic, on April 3rd, 4th, 5th, 1877, and was attended by about 400 persons, representing about 30 places. Dr. Pappenheim, a professor in one of the Berlin gymnasia, and author of one of the best German works on school hygiene, was elected president; Dr. Köhler, director of a normal school at Gotha, and editor of the *Kindergarten*, first vice-president. Dr. Köhler defined the principal objects of this society to be (1) the foundation and support of kindergartens; (2) the removal of injurious excrescences upon the Froebelian system of education; (3) the banishment of the practice of rote learning (memorizing) from infant schools; (4) the connection of the kindergarten with the school; (5) through this connection, the exertion of an influence upon the people and upon the progress of arts and trades. In Manchester, England, an association was also formed, in 1872, which has founded a model kindergarten and a training school, at which, after two years' training under several professors, certificates are given to those who pass satis-

factory examinations. In 1874, the Froebel Society in London did the same thing, supporting a model kindergarten and a training-school at Stockwell, London, S. W., both of them conducted by a pupil of Middendorff, Froebel's faithful friend and partner. This London society, whose president and vice-president are Miss Emily Shirreff and the Hon. Mrs. Grey, both of them officers in the Women's Education Society, at the head of which is the Princess Louise of Lorne, has instituted monthly lectures in London, which are intended to give the public an adequate conception of Froebel's system, and to prevent weak and mechanical imitations of what is external in the kindergarten.

The American Froebel Society had for its immediate object the defeat of a specific attempt to give the prestige and authority of the name of Froebel's kindergarten to a travesty of the same, in which just that which is distinctive in Froebel's idea is ignored, and all that is antagonistic to his method is involved in what seem, to the ignorant, to be the same exercises. This so-called "American kindergarten" has puzzled the public mind, which is demanding a fixed standard by which the true and false kindergartners can be measured; and it is to set up this that the American Froebel Union was established by some fifteen well-known individuals in Cambridge, Boston, and Philadelphia, who have no self-interested end to serve, and who have begun a publication fund for the purpose of making a *Standard Library* of Froebel's works, and those of his appointed apostle, the Baroness Marenholtz-Bülów. This fund is not yet adequate for its purpose, though it has helped Lee & Shepard, of Boston, by its guaranty, to publish one important book, *The Reminiscences of Froebel*, by the Baroness Marenholtz-Bülów.

The originating members of the Froebel Union have elected William M. Vaughan, of Cambridge, for their treasurer, and procured an act of incorporation, in the hope of securing

donations and bequests from generous friends of education. In the preamble of their constitution, they include other objects with that of publishing the *Standard Library*, such as that of supporting kindergartens for the poor.

The American Society acts by reporting its meetings, and publishing the names of those reliable trainers of kindergartners whose certificates of examination are to be depended upon by parents. It also publishes the names of its officers and honorary members who can be called upon, by letter or otherwise, to give information. Its president is the Baroness Marenholtz-Bülów, of Dresden, who has appointed Miss Elizabeth P. Peabody, of Concord, Mass., to act as her proxy; its secretary is Miss Anna L. Page, of Danvers, Mass.; its vice-presidents include Dr. Henry Barnard and Superintendent Northrop, of Connecticut; M. A. Newell, of Baltimore, Md.; Wm. T. Harris, of St. Louis; John Ogden and wife, of Worthington, Franklin Co., Ohio; J. L. White, Principal of Brooks' School, Cleveland, Ohio; G. W. Stephens, of Montreal, P. Q.; Prof. Kraus and Mrs. Kraus-Boelte, of New York; W. N. Hailman, of Milwaukee, Wis.; Miss S. E. Blow, of South St. Louis, Mo.; Miss Alice Chapin, Indianapolis, Ind.; Miss Emma Marwedel, Los Angeles, Cal.; Miss D. A. Curtis, Brooklyn, Alameda Co., Cal.; Misses Garland and Weston, and Mrs. Gardner, Boston; Miss Ruth Burritt, Philadelphia; Mr. H. B. Atherton and Miss Held, Nashua, N. H., and many others.

These officers and members were chosen by the disinterested life members of the society, whose liberal donations have formed the nucleus of a treasury. Among these, may be named the widow and daughters of the late Professor Agassiz, and Mrs. Professor Gray, of Cambridge; Mrs. Charles Willing, Mrs. Robert H. Hare, and Mrs. M. R. Fox, of Philadelphia; Mr. William Thaw, of Pittsburgh, and the late Danie. Austin, of Kittery, Me.

GEORGIA. The disorder into which the school system of this state was thrown by the diversion of the school fund in 1872, together with the disturbed political and financial condition of the state for some years after that time, seriously impeded the progress of education. Notwithstanding this, considerable progress has been made since the year mentioned. The most serious obstacle thus far encountered has been a lack of the principal means for the support of schools; namely, local taxation. Measures have, from time to time, been matured, and presented to the legislature, for the purpose of supplying this want, but for several years without success. The effect has been that the public schools have languished, while the educational facilities needed by the people have been supplied to a great extent by private enterprise. In many of the cities and larger

towns, ample facilities for instruction are provided; but, in the rural districts, in many of which the colored population largely outnumber the white, the means for acquiring even an elementary education are very scanty, while opportunities for advanced instruction scarcely exist. Under such conditions, a great want of uniformity in school work is inevitable, and accurate statistics are almost unattainable.

The *state school commissioner* is Gustavus J. Orr, first appointed in 1872.

[Mr. Orr was born August 9, 1819, in Pendleton District (now Anderson County), S. C., and was educated at Maryville College, Tenn., the University of Georgia, and Emory College, Ga., from the latter of which institutions he graduated in 1844. He has filled the position of professor of mathematics in Emory College, eighteen years; president of the Southern Masonic Female College, at Covington, Ga., four years; and professor of mathematics in Oglethorpe University, Ga., one year, being transferred

from the last named institution to the position of school commissioner, by appointment of the governor to fill an unexpired term, and twice re-appointed for four years. Mr. Orr's numerous lectures and articles on public education have attracted considerable attention, and exerted an important influence in forming public sentiment in his own and other states.]

The following items of *school statistics* are taken from the latest returns :

Number of children of school age (6 to 18)	394,037
Number enrolled in public schools, whites	121,418
" " " colored	57,387
Average attendance.....	97,996
Public schools for whites.....	3,157
" " " colored children.....	1,075
Private elementary schools.....	814
Pupils in elementary schools, whites	21,038
" " " colored.....	3,619

The reported school expenditures were.... \$434,046.63

The new state constitution, adopted in 1877, changed the time of meeting of the general assembly to the autumn of 1878; hence no statistics for 1877 are yet attainable.

Normal Instruction. — The need of such instruction is most keenly felt in the colored schools, the want of a sufficient number of colored teachers being very apparent. Normal classes or departments have been in existence for some time at Atlanta University; while the Haven Normal School, at Waynesboro, as its name implies, is specially devoted to this kind of instruction.

Secondary Instruction. — Besides the 16 public high schools of the state — existing as such either independently, or in connection with schools of a lower grade — there were 104 private high schools, in 1876, with 176 teachers and 5,601 pupils. There were also, at the period mentioned, one preparatory school, 5 preparatory departments in colleges, and 2 business colleges, the number of teachers in them being 12, and the number of students 422.

Superior, Professional, and Scientific Instruction.—The six principal institutions of Georgia for superior instruction had, according to the latest returns, 61 instructors, 926 students—of whom 477 were of the collegiate grade,—and 40,000 volumes in their libraries. The State College of Agriculture and the Mechanic Arts (a department of the University of Georgia) had 11 instructors and 61 students; and the North Georgia Agricultural College, 6 instructors and 235 students. The law department of the university had 4 professors and 11 students; and that of Mercer University, 3 professors and 6 students. The Medical College of Georgia had 16 professors, 46 students, and a library of 5,000 volumes; the College of American Medicine and Surgery (selectic), at Macon, 7 professors and 28 students. The Augusta Institute (Baptist), at Augusta, organized in 1869, is designed for the special benefit of freedmen who wish to become preachers or teachers. It had 2 instructors and 95 students, of whom 50 were studying for the ministry. Atlanta University admits both sexes. In 1875, there were 15 female colleges, with 93 instructors and 1,364 students, of whom 894 were of the collegiate grade.

Special Instruction.—The education of the deaf and dumb of the state is provided for in the state institution at Cave Spring. This is sustained by an annual appropriation of about \$16,500. In 1875, the institution was opened to colored pupils, the average number of both races being 50. The value of the property is \$25,000, the number of volumes in its library, 1,000. The Georgia Academy for the Blind is located at Macon, and is supported by an average annual appropriation of \$13,000.

SAVANNAH. This city, the largest in the state, and its principal seaport, had, in 1875, an estimated population of 29,000. Its school system is managed by a board of education consisting of 12 members. The presence of contagious disease in the city, during the year 1877, prevented the opening of the schools till two months beyond the appointed time; but, notwithstanding this, they are described as having "grown in efficiency." The subjects, which have excited most interest and discussion recently, are co-education and the high school. Chiefly from motives of economy, it was decided to re-organize the schools of the city so that the sexes should be taught together; and this was done in 1877 in the face of considerable opposition. The school system comprises 2 high schools and 7 district schools (5 white, and 2 colored.)

The city superintendent is W. H. Baker.

The following are the school statistics for 1877:

The following are the school statistics for 1971:		
Number of children of school age, whites ..		3,853
" " " " colored ..		3,066
" " enrolled in public schools, whites ..		2,137
" " " " colored ..		1,034
Average attendance ..		2,087
Number of teachers, males ..		10
" " females ..		48
School receipts ..	\$42,566.58	
School expenditures ..	\$42,181.22	

ATLANTA. The estimated population of this city, in 1876, was 32,000. Its schools are managed by a city board of education, consisting of twelve members, one third retiring every two years. The mayor of the city is *ex officio* a member of the board. The money for the building and furnishing of school houses, etc., is derived from the interest of \$100,000 worth of city bonds, the additional amount needed for current expenses being raised annually by taxation. The schools are classified as grammar and high schools, the races being taught separately. The former are 7 in number (4 white, and 3 colored), and are divided into 8 grades or classes; the latter are 2 in number (a boys' and a girls'), both for white children, and comprise 4 grades.

The present city superintendent is B. Mallon. The school statistics for 1877 are as follows:

Number of children of school age (6 to 18).....	10,362
" " " enrolled in public schools, whites.....	2,105
" " " " " " " colored.....	1,195
Average daily attendance.....	2,409
Number of teachers in white schools.....	39
" " " " " " " colored schools.....	14
" " " " " " " males.....	6
" " " " " " " females.....	47
Total valuation of school property.....	\$95,000.00
School receipts.....	\$35,709.05
School expenditures.....	\$35,662.05

GERMAN LANGUAGE. The study of German continues to be a prominent feature in the public schools of several of the states of the Union. During the last ten years, this branch of instruction has made extraordinary progress both in popularity and in efficiency. This has been especially the case in St. Louis, Cincinnati, Cleveland, Chicago, Milwaukee, and other western cities.—In St. Louis, according to the last report of the superintendent, 18,161 pupils were studying German, including 74 per cent of all the white pupils in the district schools. "Any pupil of the St. Louis public schools," says the report, "can take a well-graded, continuous course of instruction in German, beginning with the lowest grade of the district school, and closing with the senior year of the high school." This course includes German penmanship, orthography, composition, grammar, reading, and speaking.—In Cincinnati, the report of the superintendent for the year 1876—7 states that there are 15,460 pupils studying German, or 51.5 per cent of the grand total of 30,115 pupils. It is taught in the district, the intermediate, and high schools, having been introduced into all the schools of the city but one. The number of teachers of German employed is 119. The superintendent says: "That the time devoted to this branch does not retard the progress of the pupils in English, was clearly shown in my last report. So thorough has been the instruction, that many of our teachers of German received their education in the public schools of this city. Cincinnati is fast becoming a great reservoir for the supply of German teachers in this country."—In Columbus, the study is elective, none being permitted to take it except upon the request of their parents. The number of pupils who pursued this study, in 1876—7, was 2,373; in the high school, 246; in the German-English schools, 1,943; in three other schools, 184. The superintendent says: "The results show that, instead of being a hindrance, the study of German, when continued for a reasonable length of time, is an advantage to the pupils, and greatly increases their power to acquire a knowledge of common branches."—In New York City, German is also elective; but the report for 1877 shows that it is taught in 56 schools, with an average attendance of pupils pursuing this study of 4,223. It is confined to the three higher grades of the grammar-school course; and the time to be given to it is limited to 100 minutes per week in each class. "The popularity of this branch of study," says the superintendent, "appears to be undiminished; for, in a majority of all the classes, not one child had asked to be excused."—In Cleveland, at the date of the last report, there were 5,380 pupils studying German in the primary and grammar schools, and 183 in the high schools. The study is optional in this city; but is exceedingly popular, being taken by about one-third of all the pupils in the public schools. It was commenced in 1869—70, with about 600 pupils. — A movement has been commenced in

Newark, N. J., to introduce the study of German into the public schools of that city.—The German-American Teachers' Association, at their session this year, at Milwaukee, made the following recommendations in regard to this study:

"(1) Where the study of German is introduced into the public schools, the teachers of German should not be appointed especially for that study, so as to involve additional cost to school authorities, but they should rank as regular class-teachers, to participate with their English-teaching colleagues in the care of classes so far as local circumstances will permit. (2) This arrangement should apply to the elementary classes as well as to the higher or grammar classes, with this difference, that, in the first, more time for the study of German should be accorded than in the higher classes, which order would leave the teacher of German fewer classes to instruct. (3) Experience has shown that the introduction of the teacher of German as a class-teacher gives him a greater authority over the scholars than he would exercise as a special teacher or supernumerary. (4) That the introduction of teachers of German may not cause a dismissal of other teachers, it is advised that the change should be a gradual one, that is, whenever a vacancy occurs in the corps of any school."

GERMANY. In Germany, as in Switzerland and in the United States, the educational affairs of the several states are controlled by the state governments, each of which acts independently of the others. Institutions for primary, secondary, and superior instruction are, however, organized, substantially, on the same basis; and the graduates of a German gymnasium may enter any of the universities. There is a growing demand for an extension of the jurisdiction of the federal government to educational affairs. One of the most influential educational papers of Germany, the *Rheinische Blätter*, which was founded by Diesterweg and is now edited by Wichard Lange, is an indefatigable advocate of the union of the schools of the several states under one national system. The editor recommends, in the volume for 1877, a work by Beeger, proposing a new school law for Prussia (*Entwurf eines Schulgesetzes*, Leipzig, 1877), as the best exposition of what the followers of Diesterweg have been aiming at in this respect.—Several steps were taken by the Prussian government, in 1877, to render the educational legislation in Germany more uniform. An arrangement was entered into with the grand duchy of Baden, according to which the examination of female teachers in one country is recognized as valid in the other. Teachers in Baden who wish to become principals of schools in Prussia, must, however, submit to the necessary examination in the latter state. Another arrangement was concluded with all the other states of Germany, by which it is provided that children belonging to one state and living in another, shall be subject to the school laws of the state in which they reside, and shall not only be compelled to attend the elementary school, but also the Sunday-school and the *Fortbildungsschule*, wherever they exist.

Primary Schools.—In Prussia, the minister of public instruction informed the legislative chambers, in 1877, that the work on the long expected educational law was actively progress-

ing; but, at the close of the year, the draft was not yet sufficiently near completion to be presented to the chambers. The greatest difficulty to be overcome was the proper division of the moneys needed for the support of the schools between the municipalities and the state government. It is supposed that the new law will provide that the moneys required for school buildings shall be paid by the municipality; and that those required for teachers' salaries, pensions, etc., by the state government, through the provincial authorities. A majority of the teachers favor the transfer of as large a share as possible in the management of the school to the state; as they fear that, in case of a control of the schools by the municipal authorities, the salaries of teachers, especially in the rural communities, will be much smaller than if they are fixed by the state. The presentation of the draft of the law to the chambers is now awaited with great anxiety, not only in Prussia, but in all Germany. The teachers' associations are giving expression to their views on the subject, and a number of educational writers, as Dr. Schramm, Dr. Beck, and Julius Beeger, have published drafts of a law. The work by Beeger, which has already been mentioned, has received the prize offered by an educational society of Berlin for the best essay on the subject. A history of the educational law of Prussia, with special reference to primary instruction, has been published by L. Clausnitzer (*Geschichte des preussischen Unterrichtsgesetzes*, Berlin, 1876). Although Prussia has long had a law making school attendance compulsory, there is still, in several provinces, a considerable amount of illiteracy. According to a table in the *Centralblatt für die gesamte Unterrichtsverwaltung in Preussen*, the official organ of the ministry of public instruction (August, 1877), the percentage of illiterates among the recruits, during the year 1876—7, was, in the entire monarchy, 2.96; but it is a noteworthy fact that, in nine of the thirteen provinces and administrative districts of the state, in all of which the German language is almost exclusively spoken, the illiteracy is less than 1 per cent, while in the provinces containing the Polish districts it is considerably higher, in Posen, amounting to 13 per cent; in Prussia, 8.675; and in Silesia, 2.51. Compared with the results of the military census in 1873—4, the above figures show great progress; for in that year the percentage in six provinces was less than one; while in Posen it was 16.26, in Prussia 10.64, and in Silesia 4.31. — The number of lay school inspectors in Prussia is steadily increasing, especially in the Catholic districts. According to the budget for the year 1877, their number was 161 against 155, in the preceding year. A thorough system of municipal school inspection has been introduced into some of the larger cities, especially in Berlin and Breslau. The conversion of denominational schools into unsectarian schools, generally called in Prussia *paritätische Schulen*, is readily granted by the minister of public instruction to the municipal authorities; and a number of cities availed

themselves of the permission. Numerous petitions, from the Catholic districts of Prussia, complained of the removal of priests from the office of school inspector, of the permission given for the establishment of unsectarian schools, and for the imparting of religious instruction by laymen; and the leaders of the Catholic party in the Diet made several violent attacks upon the obnoxious school regulations of Prussia, but their demands were opposed by all other parties, except the Poles. — In northern *Sleswick*, the school teachers, many of whom have Danish sympathies, and have taken an active part in the election of deputies, and who refused to take the oath of allegiance to the king of Prussia, have been notified that they must abstain from voting against the government. — The number of the regular teachers in the public schools (*Volksschulen*), in June, 1877, was 56,659, an increase of 2,153 as compared with 1875. — In *Bavaria*, the introduction of changes in the school law has been retarded by the disagreement between the majority of the Bavarian diet, which belongs to the Catholic party, and the ministry, which inclines toward the Liberal party. A law, issued in 1876, permits the appointment of female teachers in all localities where at least two teachers are needed. In March, 1877, the government decided that Jews should not be appointed in "interconfessional" schools (schools not confined to one denomination). The number of *Volksschulen*, in 1877, was 7,016, with 10,321 teachers and 632,599 pupils; the number of *Fortbildungsschulen*, 1,189 with 2,355 teachers and 32,657 pupils. The degree of school education given in the eight provinces of the kingdom varies somewhat, the examination of recruits in 1876 showing the following percentage of "deficient school education," which, it must be borne in mind, is different from illiteracy: Upper Palatinate, 1.9; Lower Bavaria, 1.3; Upper Bavaria and Palatinate, each 1.2; Lower Franconia, 0.7; Upper Franconia, 0.4; Middle Franconia, 0.2; Suabia, 0.1. — The general Synod of the Lutheran Church of Bavaria, which was closed on Oct. 17, 1877, adopted a series of resolutions in favor of preserving the denominational character of the state schools. — *Württemberg* still suffers from a scarcity of teachers and, consequently, from overcrowded classes. All the schools of the kingdom are examined by the district school inspectors once in two years. The official report on the examinations held in 1876 states that the most satisfactory progress which had been made was in religious instruction. In proficiency in reading, writing, and arithmetic, the classes examined ranked as follows: —

	Excellent.	Good.	Fair.	Indiffer.	Bad.
Reading....	24	388	491	134	18
Writing....	50	352	488	144	21
Arithmetic.	89	290	493	197	27

A regular sanitary inspection of the schools by physicians is officially provided for. A law of 1876 provided for the general introduction of the so-called *Monatshefte* (monthly copy books), in which the pupils write a page once a month (or in some locations once every quarter), so as to have collected in one book the specimens of their progress during several years. The *Monatshefte* are, from time to time, taken home to be shown to the parents; and the district school inspectors are instructed to have all the books of the district exhibited for comparison in the district-school assemblies. — In Saxony, the minister of public worship and instruction, after consulting the supreme consistory of the Evangelical Lutheran Church and the Roman Catholic vicar-apostolic, has published a new course of religious instruction for the *Volksschulen*, which went into operation on Easter, 1877. The instruction for Protestant pupils consists of Bible history, explanation of the Bible, and catechism; for Catholic pupils, Bible history, catechism, and church history. The law provides for a superintendence of the religious instruction of the evangelical Lutheran pupils by the clergy; and the supreme consistory has issued special directions for that purpose. — The educational law of Saxony makes attendance at the *Fortbildungsschule* obligatory for those pupils who have completed the course in the *Volksschule*. A petition by 61 rural communities to the Saxon diet for the repeal of the obligatory character of this school was not granted; but the government was requested to lay before the diet, at its next session, a report on the results of the *Fortbildungsschulen* of the kingdom, and to provide means to enable teachers and school authorities to enforce discipline better than heretofore. — The number of district school inspectors has been increased from 25 to 28. The inspectors, in 1876, held their first, and, in 1877, their second, general conference under the ministry of public worship. These conferences, it is expected, will prove a very efficient means of improving the educational system of the state. According to an official report of the minister of worship and public instruction on the state of education in the kingdom of Saxony, for the year 1876—7 (Dresden, 1878), there were 2,099 *Volksschulen*, in 1877, with 5,181 teachers (exclusive of 1,269 teachers of needle-work) and 455,003 pupils, and 1,753 *Fortbildungsschulen*, with 51,084 pupils. — In Alsace-Lorraine, the re-organization of the educational system, in accordance with the principles prevailing in Germany, was regarded, at the close of 1877, as complete. The opposition to the introduction of compulsory education proved less serious than was expected, and is reported to have now entirely ceased. — In the entire German Empire, according to the latest estimates, the number of *Volksschulen* is, at present, 60,000, with about 6,500,000 pupils.

Teachers' Seminaries. — Germany, the birth-place of teachers' seminaries, is still making great progress in the development of this class of schools. An excellent periodical, the *Päda-*

gogische Blätter, is specially devoted to their interests. In 1878, it entered upon its seventh year, and is now edited by C. Kehr, one of Germany's best known educators (see BIOGRAPHY, EDUCATIONAL). The teachers of these institutions have a special organization, which holds provincial and general assemblies. In September, 1877, the fourth general assembly was held in Neuwied, a town in the Rhine province of Prussia. It was attended by about 120 teachers and several members of the educational boards of the German states. Resolutions were adopted recommending the general establishment of special schools for preparing boys for the teachers' seminaries, the appointment of female teachers for girls' schools, and the establishment of seminaries for female teachers. The complete minutes of the meeting are published by the *Pädagogische Blätter* (1877). — In Saxony, a new course of instruction for the teachers' seminaries* was introduced by the law of August 22., 1876. It increases the time devoted to the study of Latin from 20 to 27 hours a week (divided among the six classes of the seminary) and diminishes, on the other hand, the time devoted to German, religion, geography, and natural science. It also provides that the aggregate time of instruction shall not exceed 36 hours a week; and that the home work shall be limited to a specified amount. Another Saxon law, issued in 1877, provides that the father or guardian of any pupil entering a teachers' seminary, must sign an agreement that, in case the pupil leave the seminary before the end of the course, or abandon the profession of teaching before passing the examination for eligibility to appointment, he will refund 150 marks for every year spent by the pupil in the seminary. — Great efforts continue to be made by all the German states to increase the number of teachers' seminaries in order to supply all their schools with teachers properly trained for their profession. The government of Prussia, from 1846 to 1870, established 20, and, from 1871 to 1876, 26 new teachers' seminaries, the total number of which amounted, in Dec., 1877, to 108 (8 for female teachers, 100 for male)†. From 1870 to 1876, the number of pupils in these seminaries increased from 4,786 to 6,728. — Bavaria had 13 seminaries, of which 6 were Catholic, 4 Protestant, 2 unsectarian, and 1 Jewish; Saxony, 18 seminaries, with 218 teachers and 2,071 scholars. In Würtemberg, the diet voted the necessary credits for establishing two new seminaries. The increase in the number of admissions is so great that the government expects, within three or four years, to be able to supply all the schools of the country with properly educated teachers.

* For a full account of the courses of instruction in the teachers' seminaries of Germany, see *Cycl. of Ed.*

† Very full statistical information on the teachers' seminaries in Prussia, and their increase from 1870 to 1876, is given in the official *Centralblatt für die gesamte Unterrichts-Verwaltung in Preussen*, Oct., 1877; a list of the seminaries at the close of 1877 is given in the same periodical, Dec., 1877.

The present number of seminaries (1877) in Württemberg is 4, two of which are Protestant, and two Catholic. The seminaries in the other German states were, in 1877, as follows: Alsace-Lorraine, 9 (1 Protestant, 1 Catholic, 7 undenominational); Baden, 3 (2 Catholic, 1 Protestant); Hesse, 2 (1 Protestant, 1 Catholic); Oldenburg, 2 (1 Protestant, 1 Catholic); Anhalt, 3 (Prot.); Saxe Weimar, 2 (Prot.); the other Saxon Duchies, 5 (Prot.); Brunswick, 4 (Prot.); the principalities of Lippe, Reuss, and Schwarzburg, 7 (Prot.); the free cities of Bremen and Hamburg, 2 (Protestant). — The aggregate number of teachers' seminaries in the German empire, in 1877, was, accordingly, 184, of which 108 were in Prussia, and 76 in the other German states. In addition to the seminaries, there are many preparatory schools (*Präparanden-Anstalten*), preparing pupils for admission to the seminaries. In Prussia, there were, in 1876, 27 such schools under the control of the state, with 1,100 pupils, and 82 private institutions receiving aid from the state, with 2,247 pupils. The total number of pupils in these schools was 3,347, against 2,439 in 1875, an increase of 908. There are, besides, a number of private institutions, which receive no aid from the state; but of these no reliable statistics have been obtained. — Bavaria, in 1877, had 35 preparatory seminaries.

Secondary Instruction. — According to the official organ of the Prussian minister of Public instruction (*Centralblatt für die gesamte Unterrichtsverwaltung in Preussen*, 1877, July and August), there were, in Prussia, in the winter-semester of 1876—7, 84 real schools of the first order,* with 945 directors and regular teachers, 133 additional scientific instructors, and 169 special technical teachers. The preparatory schools had 133 teachers. The real schools had 25,677 pupils; and the preparatory schools, 4,523 pupils. Of these, 384 graduated, receiving the certificate of maturity. Of real schools of the second order, there were only 18, with 175 directors and regular teachers, 47 scientific and 47 technical instructors, and 4,742 pupils. The preparatory schools had 41 teachers and 1,492 pupils. In Saxony, according to an official report, in 1877, there were 13 gymnasia, with 245 ordinary and 35 extraordinary teachers, and 3,368 students; 12 real schools of the first order, with 202 teachers and 4,129 students, and 13 real schools of the second order, with 122 instructors and 1,688 pupils. —

The relation of each kind of gymnasium, in the principal states, is shown in the following table:—

STATE.	Number of inhabitants to		
	one gymnasium.	one progymnasium.	one real gymnasium.
Prussia.....	105,435	771,658	308,663
Bavaria.....	156,885	121,586	810,575
Saxony.....	196,634	—	208,854
Württemberg.....	227,317	363,707	454,635
Baden.....	203,775	243,571	292,285
Hesse.....	143,303	859,849	171,969
Alsace-Lorraine.....	140,871	1,549,587	774,793

* On the different orders of the German real schools see *Cycl. of Educ.*, art. REAL SCHOOL.

The total number of the classical secondary schools of the German empire, comprising gymnasia, progymnasia, and real gymnasia (called real schools of the first order), in 1877, is shown in the following table:

STATES.	Gymnasia.	Progymnasia.	Real Gymnasia.
Prussia.....	232	32	84
Bavaria.....	31	40	6
Saxony.....	13	—	12
Württemberg.....	8	3	4
Baden.....	7	6	5
Hesse.....	6	1	5
Mecklenburg (Schwerin and Strelitz).....	9	—	2
Oldenburg.....	4	1	—
Brunswick.....	5	—	1
Lippe-Deimold and Schaumburg-Lippe.....	3	—	—
Waldeck.....	1	—	—
Free cities (Bremen, Hamburg, and Lübeck).....	3	—	3
Anhalt.....	4	—	—
Saxon Duchies (Weimar, Coburg-Gotha, Altenburg, Meiningen).....	8	2	6
Reuss (Greiz and Schleiz).....	2	—	—
Schwarzburg (Rudolstadt and Sondershausen).....	3	1	1
Alsace-Lorraine.....	11	1	2
Total.....	350	89	127

Superior Instruction. — The following table gives the number of professors and students of the German universities, during the winter semester of 1877—8:

UNIVERSITIES.	Professors.	Students.
Berlin (Prussia).....	211	4,386
Bonn ".....	103	895
Breslau ".....	105	1,264
Erlangen (Bavaria).....	59	448 *
Freiburg (Baden).....	55	373
Gießen (Hesse).....	58	347 †
Göttingen (Prussia).....	122	927
Greifswald ".....	62	471
Halle ".....	104	857 †
Heidelberg (Baden).....	110	834 †
Jena (Saxe Weimar).....	75	586 †
Kiel (Prussia).....	64	245 †
Königsberg (Prussia).....	83	630 †
Leipzig (Saxony).....	158	3,034
Marburg (Prussia).....	70	403 †
Munich (Bavaria).....	122	1,402
Rostock (Mecklenburg).....	39	152 †
Strasburg (Alsace).....	92	681
Tübingen (Württemberg).....	89	957
Würzburg (Bavaria).....	71	925 *

* Matriculated students only.

† These figures are for the summer semester of 1877.

The number of academical degrees conferred by the Prussian universities, during the scholastic year 1876—7, was 486. Of these, 6 were conferred by the faculties of Protestant theology; 85, by the law faculties; 204, by the medical faculties; and 191, by the philosophical faculties. The degree conferred by the theological faculties was in all cases that of Licentiate, that conferred by all the other faculties that of Doctor. In addition, the honorary degree of Doctor was conferred upon 29 persons; namely, upon 10

by the Protestant theological faculties, upon 6 by the faculties of law, upon 5 by the faculties of medicine, and upon 8 by the faculties of philosophy.

In August, 1877, the University of Tübingen, in the kingdom of Würtemberg, celebrated its four-hundredth anniversary. The king himself opened the festivities by an address. Thirty-five universities—of Germany, Austria, Switzerland, Denmark, Sweden, Norway, the Netherlands, and Russia—sent delegates to present their congratulations. The occasion called forth a number of works, some of which are interesting contributions to the history of German universities. The most important of these are a statistical account of the University of Tübingen (*Statistik der Universität Tübingen*, Stuttgart, 1877), prepared by the statistical and topographical bureau of the kingdom of Würtemberg, and a history of the university, by Klüpfel, the chief librarian of the university (*Geschichte der Universität Tübingen*, Leipsic, 1877). The former of these works is of great value as a model work in the department of university statistics, its authors having endeavored to carry out the views of the international congress of statisticians, held in 1877, in Vienna. An entire section of the work is devoted to educational statistics.

Educational Societies.—The numerous German associations of teachers and other educationists have taken a very prominent part in the educational progress of the country, and have attracted the attention of other countries to so large an extent that several governments have deputed experts to visit them, and to make official reports of their proceedings. Thus Mr. Jost, an inspector of primary instruction in Paris, attended in the name of the French government the three last general assemblies of German school teachers, and, in 1877, published the result of his observations in a valuable volume, entitled *Les Conférences des Instituteurs Allemands* (Paris). The work gives an account of the origin, progress, and results of these conferences, and a summary of the proceedings of the congress of 1874, prepared with special reference to the features deemed most worthy of the attention of the French.—The 22d general assembly of German teachers (*Allgemeine deutsche Lehrerversammlung*) was held in May, 1877, at Fürth, in Bavaria, under the presidency of School Councillor Hoffmann, of Hamburg. It adopted four resolutions in regard to the qualifications of school inspectors, who, in the opinion of the congress, should be men of practical experience as teachers, of firm character, and of executive ability. The resolutions are chiefly directed against the practice, still prevailing in most of the German states, of giving the appointment of school inspector to clergymen merely in virtue of their profession, and without regard to their individual qualifications as educators. The congress also declared in favor of a phonetic reform of spelling, and expressed a wish for the taking of an educational census.

The next general congress of teachers is to be held in Brunswick in 1879.—These general assemblies are meetings to which every German teacher has access; but, in 1876, the first attempt was made to organize a meeting of delegates of provincial teachers' associations, chosen according to a fixed ratio of representation. The object of this movement is to bring important educational questions before the particular associations for thorough discussion, and before the general meeting of delegates for final decision. The first *Lehrertag*, or general meeting of delegates, took place at Leipsic; the second has been called for 1878. Nearly every German state has a state teachers' association; and, in Prussia, every province has a provincial teachers' association. Besides, the teachers of every large class of schools have special organizations, most of which hold annual meetings. Among the more important of these organizations, are those of the Froebel societies, of superior schools (see CLASSICAL STUDIES), of real schools, and of teachers' seminaries.—An influential society for general educational purposes is the Society for the Diffusion of Popular Education (*Gesellschaft für die Verbreitung von Volksbildung*), which, in July, 1877, held its 7th general assembly at Breslau. According to the report made at this meeting, the number of personal and corporate members of the society had risen from 1,425, in 1871, to 5,144, at the end of 1876. The number of associate societies, at the close of 1876, was 704; and the number of branch associations, 21. The aggregate number of persons contributing to the funds of the society is estimated at 200,000. The aggregate amount raised by it in 1875 was estimated at 413,000 marks; while its property, in 1876, amounted to 74,000 marks. The society carries out its projects principally by popular lectures and museums, by the establishment of society and public libraries, by supporting *Fortbildungsschulen*, and by the publication of a special organ, an almanac, and occasional treatises. Its president is the distinguished Prussian statesman Schulze-Delitzsch.

Germany has a number of associations of teachers of secondary schools, in which questions relative to the organization and development of that class of schools are periodically discussed. The most extensive and important among these associations is the *Versammlung deutscher Philologen und Schulmänner*, which annually brings together hundreds of teachers of both secondary and superior schools, and the resolutions of which have great weight with the German governments. The thirty-first meeting of this organization was held in 1876, at Tübingen; the thirty-second, in 1877, at Wiesbaden. The Prussian government had expressed its appreciation of the importance of these meetings by appropriating for the necessary expenses of the last named meeting 3,000 marks. A peculiar feature in the assembly of 1877 was the presence of a large number of teachers of real schools, who, for many years had kept aloof from these

meetings, and thereby imparted to them the character of a one-sided representation of the classical schools of Germany. The president of the meeting of 1877, Dr. Pähler, director of the gymnasium of Wiesbaden, tendered to them a hearty welcome, and expressed the hope that, between the representatives of the real schools and those of the gymnasia, a friendly intercourse might be permanently established upon the basis of common labors and interests. The work of these assemblies consists in addresses delivered to the general meetings, and in discussions and resolutions in the various sections. The most important among these addresses were the following: *On the Permanent Importance of Classical Studies*, by the first president, Dr. Pähler (see CLASSICAL STUDIES); *On the Excavations in Olympia*, by the distinguished Greek scholar, Professor Curtius; *On the Origin of the Written Greek Language*, by Professor von Wilamowitz-Möllendorf; and *On the True and False Ideal of Translation*, by Prof. Brieger. Of special sections, there were the following: an archaeological section, presided over by Prof. Ulrichs, of the University of Würzburg; a critico-exegetical section, presided over by Dr. Classen of Hamburg; one for mathematics and natural sciences, presided over by Professor Unverzagt of Wiesbaden; and one for pedagogy, under the presidency of Director Ekstein of Leipzig. The last named section had 272 members on its list when it began its work. An important discussion took place on the teaching of history in secondary schools. Dr. Ekstein stated that there was now in Germany hardly any noteworthy difference among scholars in regard to the proper aim and methods of teaching history in secondary schools; but opinions were still divided on the question, to how late a period modern history should be extended in school instruction. Some objected to teaching any events later than the wars of liberation, in 1815; though many of the contestants had changed their opinion since the year 1871, that year having closed a great period in German history. The assembly unanimously declared in favor of embracing in the scope of the historical instruction to be given in the schools the period down to 1871, and adopted a number of resolutions relating to the proper method of teaching this branch. Another important discussion took place on several theses relating to instruction in Latin, which were proposed by the president of the section, Dr. Ekstein. They were as follows: (1) Elementary instruction in Latin should be freed from the large number of books now used in it; (2) Translations from Latin are preferable to translations into Latin; (3) Narratives are better suited for the first reading than conversations; (4) Translations from the mother tongue should be oral rather than in writing; and the books hitherto used for this purpose should not be placed in the hands of the pupils; (5) A beginning may be made by the speaking of Latin. All these were adopted except the second part of the fourth, for which a resolution was substi-

tuted, declaring that books for this purpose should be employed as little as possible by the teachers. A full account of the proceedings of the assembly of Wiesbaden, embracing most of the addresses in full, is given in the *Neue Jahrbücher für Philologie und Pädagogik*, 1877, Nos. 10 and 11, and 1878, Nos. 1 and 2. — A general organization of teachers of German real schools (*Allgemeiner deutscher Real-schulmännerverein*) was founded in 1875; and, according to an official report made at the close of the year 1876, the number of its members had increased, during the fifteen months of its existence, from 16 to 2,000. A meeting of delegates of the branch associations, was held in Berlin in April, 1877. They represented 32 branches, while 10 branches had failed to send delegates. Of the 63 delegates, 29 were directors; 25, professors or teachers of real and burgher schools; 4, burgomasters of cities; and 5, business men. The delegates were unanimous in declaring against the consolidation of real schools and gymnasia, and in demanding for the graduates of the real schools the same rights as for those of the gymnasia. Negotiations are pending with the association of real school teachers of the kingdom of Saxony (*Realschulverein des Königreichs Sachsen*), which was founded before the general German organization, and in 1877 numbered 250 members. The Saxon society had sent 3 delegates to this meeting, which in order to prepare the way for a union of the two organizations, adopted, in conformity with the wish expressed by the Saxon delegates, a declaration that "every high school the teachers of which have received an academical education, which makes the study of two foreign languages obligatory, and the pupils of which are entitled to serve as one year's volunteers in the German army, is an educational organism the interests of which belong to the sphere of this association". A full account of the proceedings of this association may be found in the *Central Organ of the German Real Schools* (*Central-Organ für die Interessen des Realschulwesens*), 1877, published by Prof. M. Strack, Pro-rector of the Royal Real School at Berlin.

Educational Periodicals. — Germany has a very large number of educational periodicals. A list contained in the *Illustrierte Kalender* for 1878 contains 91 periodicals published in the German language, of which 13 belong to the German provinces of Austria; 4, to German Switzerland; and the remainder, to the German empire. Of the total number, 54 are chiefly devoted to pedagogy in general and to elementary schools; 8, to classical studies (see CLASSICAL STUDIES); 2, to real schools; 6, to the study of modern languages (see ANGLO-SAXON); 5, to pedagogical literature; 3, to school legislation; 3, to female education; 2, to instruction in drawing; 1, to the instruction of the deaf and dumb; 1, to normal schools; 1, to gymnastics; 1, to home education; 2, to kindergartens and the educational system of Froebel; 1, to comparative linguistics; 1, to instruction in math-

ematics and natural science. As indicated by the title page, 6 are edited from a Protestant point of view; and the same number are announced as Roman Catholic.

Educational Literature.—The German publications in the department of education continue to be very numerous. Only some of the most important are here mentioned, among which are the following: *Select Works of Dr. Diesterweg*, edited by E. Langenberg (an intimate friend and biographer of Diesterweg), and to be completed in 4 volumes. — *Pedagogical Studies*, by W. Rein, a collection of educational essays on important questions. The numbers thus far published contain essays by Dr. Just, Professor in Leipsic, on *Kant's Ethical System and The Educational System of the Middle Ages*; by Dr. Fröhlich, on the *Essence, Aim, and Organization of Undenominational Schools and their Significance for Civilization*; by Dr. Mascher, on *The Educational History of Germany*; by Dr. Schuman, on the *History of Pedagogics in Teachers' Seminaries etc.* — *The First School Year*, by Klauwell, 5th edition; one of the most celebrated works of the recent pedagogical literature of Germany, setting forth with great clearness the author's method in giving the first instruction in object lessons, in speaking, drawing, writing, reading, memorizing, singing, and arithmetic. — *History of the Methods of Instruction in the German Volksschule*, by Kehr, director of the teachers' seminary at Halberstadt (see BIOGRAPHY, EDUCATIONAL). The author is assisted by a number of the best educational writers of Germany. The first volume refers to methods of instruction in religion, in general history, in geography, in natural science, in arithmetic, and in geometry. The work is to be completed in 3 volumes. — *Diesterweg's Guide for the Education of German Teachers (Wegweiser)* has appeared in a fifth edition thoroughly revised. This is one of the standard works of the educational literature of Germany (see *Cycl. of Educ.*, art. DIESTERWEG). It comprises 3 volumes; and twenty-one educators, among them two sons of Diesterweg, have taken part in the revision. — Dittes's *Annual Pedagogical Report for 1876 (Pädagogischer Jahresbericht)* is the 29th volume of one of the best educational periodicals of Germany, which aims to give an exhaustive account of the pedagogical literature published in the course of each year. As an appendix to the literary part, it contains a review of the educational affairs of Germany, Austria, and Switzerland during 1876. (See *Cycl. of Educ.*, art. DITTES.) — *Gräfe's German Public School (Deutsche Volksschule)*, Jena, 1878, 2 vols.) has been thoroughly revised in its third edition, and adapted to the present time by Dr. Schumann. Its author occupies a prominent place in the history of German pedagogy (see *Cycl. of Educ.*, art. GRAEFE). — *The Book of Parents (Das Buch der Eltern)*, Frankfurt, 1877, by Dr. Karl Oppel, is recommended as a very useful guide for parents in the education of their children at home. — *The History of Ele-*

mentary School Pedagogics and of the Education of Infants (Geschichte der Volksschulpädagogik), by Dr. Adalbert Weber, gives a complete history of the education of childhood prior to school age. — *The Life of Campe (Joachim Heinrich Campe, Ein Lebensbild)*, Brunswick, 1877, 2 vols.), by Dr. J. Leyser, is the first complete biography of one of the foremost representatives of the Philanthropin (see *Cycl. of Ed.*, arts. CAMPE and PHILANTHROPIN). The author had access to all the manuscripts left by Campe, and to all the ample material which the descendants of Campe had collected in regard to their celebrated ancestor. — A new collection of educational classics (*Pädagogische Klassiker*, vols. 1 and 2., Vienna, 1877) has been begun by Dr. G. A. Lindner. The first volume contains the *Didactica Magna* of Comenius; the second, Helvetius's work *On Man*. Each volume is to contain a biography of the writer whose works are republished. — Two of the principal works of Dr. Dittes, — the *Outline of the Theory of Education and Instruction (Grundriss der Erziehungs- und Unterrichtslehre)* and the *History of Education and Instruction (Geschichte der Erziehung und des Unterrichts)*, have both appeared in a 6th edition. Few German works of this class, at present, find so extensive a circulation as the works of Dr. Dittes. — The centenary of the birth of the late Archbishop of Vienna, V. E. Milde, has called forth a new edition of his *Theory of Education (Allgemeine Erziehungskunde)*, Vienna, 1877, by Prof. Tomberger, and a biography of Milde as an educator (*Fürstenerzbischof Milde als Pädagog*, Vienna, 1877), by Prof. Thurnwald. Prof. Milde's *Theory of Education* appeared in 1811, and was, at one time, prescribed as a text-book for all the courses of pedagogy in Austrian institutions. Subsequently, it gave way to other works, a change which, in the opinion of Dr. Dittes, retarded educational progress in Austria for at least fifty years. — Among the Catholic works on the history of education, none has a higher reputation than the *Short History of Education and Instruction* by Dr. Kellner (*Kurze Geschichte der Erziehung*, Freiburg, 1877). Both Protestant and Catholic writers agree in according to the publications of Dr. Kellner a place among the most valuable works of the pedagogical literature of Germany.

GREECE. The population of this kingdom, according to the census of 1870, is 1,457,894. No school statistics later than those reported in 1874 are at present accessible. In 1872, the number of elementary schools was 1,177; of common-school teachers, 2,273; and of pupils, 77,580. — boys, 61,885; girls, 11,695. In 1874, there were 1,227 elementary schools, with 81,449 pupils. There were also 17 gymnasia, 10 higher female schools, and 1 university — that of Athens; and 1 teachers' seminary, 1 school of agriculture, 1 polytechnic school, 4 schools of theology, 4 schools of navigation, and 5 schools of commerce. (See *Cycl. of Ed.*, art. GREECE.)

HAZING. This discreditable and troublesome custom has been pretty effectually repressed or discountenanced during this year. President Porter, of Yale College, took a decided stand against it, reprimanding the sophomores for their treatment of the freshmen, and threatening with prompt expulsion all who should offend in this particular. — At Dartmouth College, additional strictness has been shown in repressing the rude conduct of the sophomores, especially in regard to the freshmen societies. — President McCosh, of Princeton, has also instituted vigorous measures against this practice, having promptly suspended the entire out-going freshman class for disorderly conduct. — At Kenyon College, the whole sophomore class was suspended for four weeks for hazing. — The United States authorities have announced that the rights of new students at the naval and military academies must not be interfered with. — Vigorous attempts were very generally made by college authorities last Fall to crush out every remnant of this foolish and barbarous custom. The *New England Journal of Education* says: "The much-abused game of base-ball has done much to break up hazing. The thousand and one base-ball clubs which were organized from ten to fifteen years ago in all our colleges, drew off the attention of the 'rowdy' element of college students to a manlier game than 'hazing' an unoffending freshman." — The sophomore class of Wellesley College, last Fall, gave each of the new-comers of the freshman class a bouquet, and invited them all to a reception.

HEBREWS. The Hebrews of the United States have only quite recently established any general board of organization, having had to depend on the efforts of individual congregations or local unions for the promotion of their scattered charitable and educational enterprises. Within a few years past, they have perfected several measures for the formation of common objects of interest and of such organizations as have been needed to care for them. The establishment of the general secular society of the B'nai Berith was followed by the formation of the Board of Delegates in the East, and the Union of Hebrew Congregations in the West, for the promotion of general objects. The last two societies, in 1877, completed measures for a union, the aim of which is to concentrate the efforts of American Jews for the support of an institution for higher education. In addition to this, great activity has been manifested in the principal Hebrew centers for the instruction of Jewish children in Hebrew history and literature, in order to supplement the secular instruction which they receive in the public schools. Special classes in the higher Hebrew learning and theology have also been opened in some of the principal cities. The committees on statistics appointed by the Jewish Board of Delegates and the Union of American Hebrew Congregations, in 1876, reported in 1877 that they had received returns from 174 congregations and 99 institutions, societies, and

individuals, and from 58 other bodies directly connected with congregations, according to which the Jewish population was 189,576. The returns were confessedly incomplete, none having been received from Cincinnati, and only imperfect ones from several other cities. The committees estimated that twenty-five per cent should be added to the totals reported, which would make the actual Jewish population of the United States about 240,000. The reports which were received returned 11,341 children as attending religious schools, under the instruction of 597 teachers. They also showed that there are, under the exclusive control of Jews, 14 public institutions, some of which are non-sectarian in their operations, and that 15 newspapers and magazines devoted to the cause of Judaism are owned and published by Jews in the United States. The Board of Delegates of American Israelites and the Union of Hebrew Congregations, in July, 1877, effected an agreement for a consolidation of their organizations, and for co-operation in the support of the Union Hebrew College, at Cincinnati, O., which will be carried into effect as soon as the formal proceedings of ratification shall have been completed. The president of the Union Hebrew College reported to the Union of Hebrew Congregations, in July, that the institution was attended by 21 students, and that its library contained 247 volumes. The college was opened, for the fall term of 1877, with 3 grades in the preparatory department, the studies of which were chiefly Hebrew literature and history. Admission to the high school is made dependent on a knowledge of English grammar, arithmetic, geography, and American history. Advanced students are registered according to their knowledge in Latin, Greek, mathematics, history, and natural science. In obedience to a resolution of the Union of Hebrew Congregations, a free scholarship in the college, with maintenance, is offered annually to the most meritorious boy in each of the Jewish Orphan Asylums in the United States, provided he possess the necessary scholastic qualifications to enter the school. The executive committee of the Board of Delegates have proposed a plan for organizing a Hebrew educational movement in the various cities, which provides that, in each city where the population is large enough, high schools shall be organized, in which the study of Hebrew literature and science shall be pursued preparatory to the ultimate establishment of a national theological seminary. These high schools are to be open to all graduates, (1) of the schools of the congregations uniting in the movement; (2) of the Hebrew free schools and Hebrew orphan asylums; and, (3), to such other applicants as may be admitted by the local board of education. It was estimated that the cost of maintaining one high school of fifty pupils would be about \$1,700 a year, which it was proposed should be raised by a *pro rata* contribution from the local congregations joining in the plan. Four rabbis in the city of Baltimore have offered to give

gratuitous instruction in Talmudical, Biblical and exegetical studies, the history of Judaism, and Jewish philosophy to such students in the Johns Hopkins University as desire to pursue a course in Hebrew theology. A meeting of the Jewish ministers of Philadelphia, Pa., was held on the 7th of November, at which a resolution was adopted to form classes in Hebrew and post-Biblical history, with the following departments of instruction: (I) *In Hebrew Translation and Grammar*: (1) department for the Pentateuch; (2) department for the prophetic writings and Hebrew composition. (II) *In Rabbinical Literature*: (1) department for Mishna, etc.; (2) department for Chovoth Halvovoth, etc. (III) *In History*: (1) department for post-Biblical history; and (2) for the development of Jewish literature. The 18th of November was fixed upon as the day on which the classes should be opened.

The Hebrew Free School Association of the city of New York is an association organized for the purpose of maintaining evening schools for instruction in the Hebrew language. On the 18th day of December, 1877, it included 620 members, 126 patrons, and 16 life members. Its receipts for the year ending December 1st, 1877, were \$6,208.39; and its expenditures during the same period were \$6,361.25. It contained, during 1877, four schools, which returned, on the 1st day of December, a total of 701 pupils. The pupils were examined twice during the year by the officers and directors of the association. A number of the pupils also took part in the competitive examinations which were held under the auspices of the Young Men's Hebrew Association, and secured a share of the prizes and diplomas then awarded.

HUNGARY. In July — September, 1877, the ministry of public instruction issued new regulations and programmes for the elementary, burgher, and normal schools, of which the following are the outlines:

I. Programme for the state normal schools.

1. *Religion and morals*, to be taught to the pupils by different teachers according to their respective religious denominations.

2. *Educational branches*: anthropology; psychology (4 hours per week); history of pedagogy (2 h.); practice in teaching in the training school (2 h.); school organization (1 h.); language: (a) Hungarian (2—3 h.) — grammar and rhetoric, the reading of national classics, and composition; (b) German (3 h.) — grammar and the translation of easy pieces (the pupil, on finishing the course, is required to understand the German educational works); mathematics (3 h.): arithmetic (mental and written), algebra, and geometry; history and geography (2 h.): the history and constitution of Hungary, and universal history (3 h.); natural sciences: zoölogy (2 h.) — in connection with anatomy and field-excursions — mineralogy (2 h.) — in connection with geology and paleontology, and the chemistry of metals — botany and chemistry (4 h.) — the observation and explanation of ordinary phenomena, the chemistry of food, the construction of simple chemical and philosophical apparatus; economy (2 h.) — the practical principles of rural economy, gardening, and vine-culture (in this the pupils receive practical training during the whole three years' course).

3. *Arts*: vocal and instrumental music (5 h.) — the elements of harmony, playing on the violin, piano, me-

lodeon, and organ; drawing (3 h.) — as auxiliary to geography, geometry, botany, and physics — the elements of perspective, and the projection of shadows, exercises in free-hand and ornamental drawing; calligraphy (1 h.), applied to book-keeping; gymnastics (2 h.); and needle-work (for female pupils).

4. *Industrial economy* (2 h.), including, according to the nature of the country, wood-cutting, straw-work, rush-matting, broom and basket making, wire-work, horse-hair and bristle work, book-binding, leather and paper work.

The elementary training school, connected with the normal school, has but one teacher, so as to show in what manner a single teacher can manage and keep employed all the six classes of the elementary school.

II. *Programme for the State Normal Institute for Burgher Schools (Bürgerschulen)*. This includes several courses: (1) language and history, (2) mathematics and natural sciences, (3) arts. The obligatory studies for every class are theory and practice of education, and industrial economy; the non-obligatory studies are the English and French languages.

1. The course in *language and history* includes Hungarian grammar and literature (4 h.), German language and literature (4 h.), geography (4 h.), history (4 h.), and statistics and jurisprudence (3 h.).

2. The course in *mathematics and natural sciences* includes, in the former, (1st year) algebra (equations of the 1st degree, theory and use of logarithms) and trigonometry; (2d year) quadratic and higher equations, permutations, etc., solid geometry, spherical geometry and trigonometry, and analytic and synthetic geometry; book-keeping (2 h.). In the natural sciences, the course is: (1st year) mineralogy (6 h.), geology, botany (6 h.), physics (2 h.), chemistry (2 h.); (2d year) systematic mineralogy, geology, and botany; zoölogy (4 h.), human anatomy and physiology, comparative anatomy; physics (4 h.), chemistry (3 h.), organic chemistry, and chemical analysis; rural economy (2 h.).

3. *Arts*, (1st year) practice of music — playing on the organ and piano; (2d year) methods of teaching music, outlines of the history of music, elements of musical composition.

The instruction given in the normal schools is specially designed (1) to cultivate in the pupils' minds the love of humanity; (2) to instruct in the principles of discipline, and in the theory and practice of teaching; and (3) to cultivate strength and expertness, in both the mental and physical faculties. These ends are sought to be attained by a harmonious development of the moral sense and the thinking and inventive faculties. School studies thus become a preparation for the duties of after-life.

In the *burgher schools*, the school year begins on the 1st of September, and lasts till the end of June of the next year. To be admitted, boys must be 9 years old, and must have completed the studies of the four grades, or classes, of the elementary schools, and be sufficiently acquainted with the Hungarian language. The burgher school has six classes, each for one year, after completing which the student may enter the gymnasium or *real school*, for the former being examined in Latin, and for the latter in French.

Programme for the burgher schools.

1. *Obligatory studies* (for boys): religion and morals; history; geography and statistics; the Hungarian language and literature; the German language and literature, and, when necessary, the language of the school-district; natural sciences; natural history; physics and chemistry; mathematics, — arithmetic and book-

keeping, geometry and geometrical drawing; the elements of national economy, and of common and criminal law, and the laws of exchange; practical subjects, — rural economy and chemical and mechanical industrial arts; arts, — calligraphy, free-hand drawing, singing; gymnastic and military exercises.

2. *Extraordinary studies*: Latin, French, English, and music.

The burgher school for girls consists of four classes, each for one year. The obligatory studies for girls differ from those for boys in respect to scientific instruction, the girls being required to learn kitchen-gardening and domestic economy; also to practice needle-work. Book-keeping is prescribed in connection with domestic economy.

For the *elementary schools*, the elementary education act of 1868 prescribed two courses: (1) the day-school course, for six years, and (2) the review-school course, for three years. Every school-board is authorized to compel all parents to send their children between the ages of 6 and 12 years to school. The chief branches of instruction are the mother-tongue and object-lessons. The course includes (1) religion and morals, (2) the Hungarian language, (3) arithmetic and geometry, (4) history and geography, (5) elements of social economy, (6) natural history, (7) physics, (8) agricultural and gardening exercises, (9) elementary drawing and singing, (10) gymnastics.

The state normal schools for the industrial training of women educate female teachers of domestic industry, for elementary and borough schools. These schools are established in connection with the normal schools for women. The course lasts three years, and embraces the following:

1. *Theoretical subjects*: Theory of education, methods of instruction, Hungarian grammar and rhetoric; arithmetic, geometry, and book-keeping; history and geography; natural history; physics and chemistry; drawing.

2. *Practical subjects*: 1st year (8–10 h. per week), — sewing, embroidery, knitting, mending, and straw work; 2d year (8–10 h. per week), — needle-work of all kinds, cutting and fitting, basket-making, and wood-carving; 3d year — dress-making, plain sewing, glove-making, and fancy needle-work.

The supervision of the public elementary schools is committed, by the law of 1868, to county superintendents, appointed by the government. Their duties are: to hold yearly public examinations for teachers' certificates; to exercise a general superintendence of the schools of the county; to visit each town school (state or denominational) of the county as often as may be necessary; to make an annual report to the ministry of education, and monthly reports to the commission of county administration; to establish common schools, with the consent of the government; to establish a summer supplementary course for elementary teachers; and to provide the latter with the requisites to successful teaching. These supplementary courses are usually well attended by the teachers in the respective counties. — The superintendent is also the president *ex officio* of the board of state normal schools, which, besides that officer, is

composed of the directors (principals) of the common schools, and school trustees, who are also appointed by the government. The principal duties of this board are: to grant state certificates of qualification, and to decide such questions, arising in the administration of the normal schools, as are not otherwise provided for. — During the present year, the minister of instruction re-organized the superintendencies according to the new county system, and issued a programme for the management of the schools. The school year is divided into three terms, at the end of each of which a public examination is held. The vacations and holidays during the year amount to about 15 weeks.

One of the chief peculiarities of education in Hungary is the *national kindergarten*. This country has its own infant schools, called *Kisdóceoda*. The first founder and promoter of these institutions was Countess Theresa Brunswick, the Hungarian Bertha von Marenholz-Bülów. She opened at Buda-Pesth, June 1., 1828, the first *Kisdóceoda*, or Hungarian kindergarten, which she called *Angyalkert* (Angel's garden). — Froebel had also some followers in Hungary. Such were Louis Tavassy, the late professor of the college in Igló; then John Fábri, who published Froebel's system in 1868. Another follower of Froebel is John Ronge, who established in 1870 the first Froebel kindergarten in Buda-Pesth, (that is 42 years later than the first *Ovóda* was called into being). — The Central Froebel Women's Union was registered in 1873. The union is a strict follower of Froebel's principles. The other Women's Union for Kindergarten was established in 1854, of which the new institute and normal school building was opened Jan. 21st, 1877. The first kindergarten normal school was established at Tolna, by Count Leo Festetics, in 1836. Thus the training of kindergarten teachers, begun by Froebel in 1849 at Liebethal, was anticipated by 13 years in Hungary. There are at present in Buda-Pesth 30 Froebel and Hungarian kindergartens. — The government has recognized the kindergarten system and intends to connect it by law with the existing frame-work of national education. — The influence of the kindergarten system is on the increase, and there are at present in Hungary more than 200 Froebel and Hungarian kindergartens.

School Statistics. — The last report of the minister of public instruction, for 1876, presented the following statistics:

Estimated population of school age (7–15)	2,129,597
Number of children enrolled in elementary schools	1,203,317
No. enrolled in review-schools	248,773
No. in higher elementary and burgher schools	14,837
No. in private schools	22,057
No. in secondary schools	18,047
Total number enrolled	1,507,031
School enrollment in per cent.	70.76
Average daily attendance	1,139,570
No. of registered absences	4,607,817
No. of punished absences	271,091
No. of pupils who left school	397,289

No. of these who could read and write (74 per cent).....	293,077
Number of school houses (schools).....	15,388
Increase in number of schools in 1876....	106
Number of schools using the Hungarian language.....	6,981
No. of schools using the German language.....	1,230
" " " " Roumanian ".....	3,057
" " " " Slavonic ".....	1,814
Number of licensed teachers.....	15,443
Total number of teachers.....	20,125
Average number of pupils to a teacher....	60
Number of school libraries.....	2,299
No. of schools for culture of trees (forestry).....	6,917
Annual income of the schools (1 fl. = \$0.453).....	7,905,469 fl.
From local taxes.....	5,949,191 fl.
From tuition fees (average about 34 cts. per pupil).....	1,003,554 fl.
Governmental grants.....	490,882 fl.
Expenditures for teachers' salaries.....	6,632,608 fl.
" " apparatus and furniture.....	77,077 fl.
" " school-books for poor children.....	51,280 fl.
Number of normal schools.....	63
" " pupils in normal schools.....	3,379
" " teachers in normal schools.....	559
" " kindergarten schools.....	215
" of children in kindergarten schools.....	18,624
Governmental grants for kindergartens....	192,132 fl.

Secondary Instruction.—The whole number of *gymnasias* in Hungary, in 1876—7, was 149, in which 1,780 professors were employed. The number of pupils (boys) enrolled in the four lower classes was 25,264; in the four upper classes (High School), 8,794; and the total number, at the close of the year, was 31,516. The number admitted to the *examen maturitatis* (M. A.) was 1,720, or nearly 20 per cent of all in the upper classes; and of these 1,560 passed. —The number of *real schools* was 36—lower schools, 21; full, with 8 classes, 15. The number of pupils enrolled in these schools was 7,790—lower, 6,306; full, 1,484; admitted to the *examen maturitatis*, 301; passed, 215, or 2.76 per cent of the whole enrollment.—This small percentage of those who complete the course shows evidently, that the standard of education in the secondary schools is too high.

Universities and Academies.—In the university of Buda-Pesth, there were matriculated, in 1876—7, in the four faculties 2,621 students; in the university of Klausenburg (opened Nov. 10, 1872), in the four faculties—of philosophy, mathematics, law, and medicine—with 43 professors, there were 414 students. In connection with these two universities, there are two normal schools, designed to educate professors for secondary schools. That at Buda-Pesth has three courses: (1) linguistic-historical; (2) mathematical and scientific; (3) educational, embracing a secondary training school (model gymnasium). Courses (1) and (2) are for three years; course (3) is for one year. In (1) and (2), in 1876—7, there were 22 professors; in the training school, 6 professors and 2 teachers. The number of students was 121. The normal school at Klausenburg, in 1876—7, had 15 professors and 81 students. This school has no model gymnasium. In this university, in 1876, bursaries amounting to 19,454 florins were obtained by 102 students.—The Royal Joseph

Polytechnic Institute, at Buda-Pesth, in 1876, had 39 professors and 862 students. The sum of 13,272 florins was distributed in different bursaries.—The number of *juridical academies* (law schools), in 1876, was 12, with 136 professors and 1,204 students. The number of *theological seminaries* was 40 (Catholic, 23; Protestant, 13; Orient. Greek, etc., 4), with 253 professors and 1,534 students. There was opened, in 1877, a Rabbi seminary at Buda-Pesth, with a preparatory and a higher school course.—The Royal Academy of Music was opened in November, 1875, at Buda-Pesth. The course is for four years; and the president of the institution is the renowned pianist, Liszt.—The Royal Academy of Drawing, at Buda-Pesth, in 1876, had 152 pupils and 8 professors; and the Academy for the Education of Actors, had, in 1877, in the dramatic course, 12 male and 17 female pupils, and in the opera course 8 male and 17 female pupils.

Special Instruction.—The Royal Deaf and Dumb Institute, at Vác, was reorganized, according to the education act of 1868. There were, in 1877, in the six classes 97 pupils (58 boys and 39 girls). The course of study is nearly the same as in the common schools. In the Institute for the Blind, at Buda-Pesth, in 1877, there were 79 pupils. The instruction includes common-school branches, vocal and instrumental music, and mechanical work, including, since 1875, piano-tuning. There are *homes for destitute children* (*Szeretetház*) at Balaton-Füred and Buda-Pesth. These institutions are the successors of Fellenberg's school, at Hofwyl. Mr. Paul Gönczy (at present chief of a department in the ministry of education) spent a year with Fellenberg and Wehrli; and, in 1845, he opened, near Debreczin, an institute of the same kind, with 12 destitute boys; but it was destroyed by the revolution of 1848. A second institution of the kind was founded in 1870, by A. Molnár, and is at present in a flourishing condition.

The governmental expenditures for education, for 1876—7, were as follows:

Gymnasias, 124,630 fl.; real schools, 402,489 fl.; grants for secondary schools, 23,000 fl.; higher schools for girls, at Buda-Pesth, 16,542 fl.; Deaf and Dumb Institute, at Vác, 35,000 fl.; Institution for the Blind, at Buda-Pesth, 32,000 fl.; midwifery institutes and the Mechanical Industrial Institute, at Kassa, 21,625 fl. To higher institutions, the following grants were made: University of Buda-Pesth, 434,439 fl.; university at Klausenburg, 175,651 fl.; university normal school, at Buda-Pesth, 34,000 fl.; at Klausenburg, 15,000 fl.; to the Royal Joseph Polytechnic Institute, 190,000 fl.; and various sums to other institutions, making a sum total of more than two million and a half of florins (\$1,132,500).

School Savings Banks have been recently established, and are growing in number and popularity. The most ardent promoter of these institutions is Mr. Weisz, of Buda-Pesth, according to whose reports the savings of the pupils in 19 schools amounted, in 1877, to 20,000 fl.

Educational Literature.—The chief publications in the department of pedagogy, during 1876—7, are the following:

Nationality and Education, an admirable essay in the Review of Buda-Pesth, by Prof. Alex. Imre; *Methods of Elementary Instruction*, by St. Gyeranffy and A. Kiss; *History of Pedagogy*, in 3 vols., by G. Lubrich, and with the same title a volume by L. Molnar; *Empirical Psychology*, by Emericzy; *Logic, Inductive and Deductive* by J. Oreg; *Hungarian Grammar*, by J. Nagy; *Introduction to the Teaching of History and Political Economy*, by M. Meyer; *Method of Teaching Singing*, by Sagh; *History of Music in Hungary*, by St. Bartalus; *The Gymnastics of the Senses*, by A. Szabo.

There are 22 educational journals published in Hungary (in Hungarian, 19; in German, 3.)

The ministry of education established and opened, June 27., 1877, the Educational Museum at Buda-Pesth. To the foundation of this Museum, books and school apparatus were contributed by the United States, Wurtemberg, Switzerland, France, England, Holland, Sweden, Finland, and Turkey. The contributions in all amounted to 3,500 articles.

Teachers' Associations.—These include the following: The Association of the Professors of Secondary Schools, established in 1868, and the Association of the People's Educators, both at Buda-Pesth, and about 20 county teachers' associations. The teachers have shown an increased interest in the annual and monthly meetings of these associations. These meetings are usually held in July and August, when the public schools are not in session.

HYGIENE, School. To this subject the attention of the public has been frequently called during the year, on many occasions and in various ways. There is a growing feeling of alarm in regard to the danger incidental to many of the common practices and customs of the school room, and especially to that of crowding together in small and ill-ventilated class rooms large numbers of children. "It is a sad fact," says the *Indiana School Journal*, "that thousands of children lose their health, and many of them go to premature graves, every year, on account of the exposure to which they are subjected in the school rooms they are compelled to occupy. Bad ventilation, imperfect heating, and the ignorance or thoughtlessness of teachers, are responsible for most of these dire results."—A few months ago, the Rhode Island State Medical Society very decidedly expressed the view that "in the haste for intellectual culture, the physical is too much neglected; the nervous system is developed to the omission of other portions of the body, thus giving rise to a long train of ills, and producing an unsymmetrical and distorted organization in the young, entirely unfitted for the stern duties of life." The following remedial propositions were presented: (1) Physical culture is of primary importance in our public schools, and gymnastic exercises should be made a part of every school system; (2) The kindergarten system should be engrafted upon the public school system; (3) The school buildings should not exceed two stories in height; (4) At least 300 cubic feet of air space and 25 square feet of floor space should be allowed to each child, in connection with good ventilation; (5) Proper warmth

and pure air are of the first importance; (6) The pupils should not be required to maintain the same position more than half an hour at a time; (7) Two short sessions, daily, are better than one long one; (8) No child should be admitted into the public schools, as now conducted, under 7 years of age; (9) For children under 12 years of age, 3 hours a day, and for 12 years and over, 4 hours a day, of confinement to mental labor is sufficiently long; (10) Study out of school should not usually be permitted; (11) All incentives to emulation should be used cautiously, especially with girls; (12) The "half-time system" should be introduced into the public schools.—The conclusions arrived at and promulgated by other medical and sanitarian associations seem to agree, in the main, with these. All advocate a shortening of the hours of school confinement, and of school study, particularly in the case of young children; and also an increase in the amount of air space and floor space per pupil in the school rooms; though, in regard to the latter, there is considerable difference of opinion. The Belgian government, in 1874, acting under the advice of the Central Commission of Primary Instruction, and the Superior Council of Hygiene, fixed the allowance of cubic space per pupil, at 160 feet, the height of the rooms being between 14 and 15 feet.—The following resolutions were adopted a short time ago by the New York Medico-Legal Society:—

(1) That the minimum age of admission to the public schools should be made six years (instead of four, as at present); (2) That the maximum attendance at school for children under eight years of age should be three hours a day, with suitable intermissions; (3) That provision should be made by law for medical inspection and supervision to secure the adoption and enforcement of sanitary rules and laws of health; (4) That larger playgrounds should, as far as possible, be furnished for the children, and the buildings be surrounded on all sides with an adequate open space, the better to secure light and ventilation as well as space for recreation.—The revised code of regulations as to school accommodation, issued by the Education Department of the province of Ontario, May 10., 1877, requires that "the area of each room or gallery shall be such as to secure a space of at least 100 cubic feet of air to each child to be accommodated therein"; also that "the light should be admitted to the school and class room behind or at the left of the children, and either from the east or north; but in no case should the children face it."—The effects of school study in producing *myopia* have been also considerably discussed. In a recent number of the *Popular Science Monthly* (Nov.), this subject was very fully discussed (*Effects of Study on the Eyesight*, by Ward McLean); and the following propositions, based, as claimed, on an examination of over 26,000 individuals, were laid down as established:—(1) That, as a rule, near-sight originates in school life; (2) That a large percentage of the scholars are thus afflicted—the percentage progressing

with the stage of advancement in study; (3) That near-sight is progressive *in degree*, according to the length of school experience." — Various causes are assigned for this injury to the sight, dependent upon an excessive and prolonged straining of the eyes in study, through an improper position of the body, too great a distance of the object, or the use of artificial light by students; also impure air in the school room. Mr. McLean suggests the pasting of the following caution conspicuously in every book to be used by the student: —

CAUTION. — Reader, *your eyesight* is worth more to you than any information you are likely to gain from this book, however valuable that may be. You are therefore *earnestly cautioned* —

1. To be sure that you have sufficient light, and that your position be such that you not only avoid the direct rays upon your eyes, but that you also avoid the angle of reflection. In writing, the light should be received over the left shoulder.

2. That you avoid a stooping position and a forward inclination of the head. Hold the book up. Sit erect also when you write.

3. That at brief intervals you rest the eyes by looking off and away from the book for a few moments.

And you are *further cautioned* to avoid as much as possible books and papers printed in small type, and especially such as are poorly printed; also to avoid straining or overtaxing the sight in *any way*.

Boys may need to be reminded of the great importance of thoroughly cleansing the eyes with soft, pure water both morning and evening.

This subject was also discussed in a paper read before the New York Medico-Legal Society, by Dr. E. G. Loring, and published in the *Medical Record* (April 14th).

In a recent lecture, Dr. Richardson, an eminent English physician, denounced the present system of early education as prejudicial to the healthy growth and development of the young. Children, he said, are often taught lessons from books before they are properly taught to play. For children under seven years of age, play should be the medium of instruction. In this way, the

rudiments of written language might be taught, the classification of animal life impressed upon the child's mind, the surface of the earth made clear, and history told as an interesting story. Under such a system, the child grows into knowledge, and at the same time, "eats, sleeps, and plays well, and acquires the habit of happiness." In the past year, he stated, four victims of overwork in school had been under his care. In one, absence of memory resulted; in another, sleeplessness, and that exhaustion which leads almost to delirious wandering; in the third, sleeplessness, overwork, and excitement brought on "an hereditary tendency to intermittency of the action of the heart". A physician's view of the matter is apt to be exaggerated as he sees only morbid cases; but, making allowance for this, there is, without doubt, much truth in these remarks, which educators should carefully consider. — The German Society for Public Hygiene, at its annual meeting, held in 1877 at Nuremberg, discussed the "influence of the principles of instruction, now prevailing in the schools, upon the health of the rising generation," and adopted the following resolutions: (1) The system of instruction now prevailing in the schools has an injurious influence upon the development of the eye, and of the body in general, especially by straining too early and too frequently the child's brain, and by correspondingly repressing the activity of the muscles; (2) It appears, therefore, necessary to reduce the amount of daily instruction and of home studies; (3) Teachers and pupils should be properly instructed in the principles of hygienics so that they may be warned against the dangers to which they are exposed; (4) Every educational board should contain practical educators and physicians besides administrative members and representatives of those bodies which furnish the school funds.

IDAHO. The school law of this territory was changed, in a few unimportant particulars, by the assembly, in its act of January 12, 1877. Much difficulty is met with in getting a full report of the condition of the schools, as the superintendents of certain counties fail to make any return. The present territorial superintendent is Joseph Perrault.

The following are the chief items of the *school statistics* for 1876:

Number of children of school age (5 to 18) ..	2,777
Number enrolled in public schools	2,724
Number of school-districts	77
Total receipts for school purposes	\$36,215.42
Total expenditures for school purposes	\$16,590.55

The apparent decrease in the number of children of school age, as shown by the above table compared with that of 1875, when it was 3,852, is owing to the fact that a large number of counties, in 1876, failed to report. Some of these counties were the most populous in the

territory. In Idaho, the lack of competent teachers is severely felt, very little care being exercised in examining candidates, and that applicant being in most cases appointed, who offers to teach for the lowest salary. The same difficulties, also, which in other places attend a diversity of text-books, are here encountered; and the demand for uniformity in this respect is beginning to make itself heard. The educational center of the territory is Boise City, where one public and two private schools are established. In the public schools, the improvement, during the year 1876, was especially marked. The apparent neglect of school interests is thus accounted for by the territorial superintendent: "There is generally throughout the territory a deep interest felt in education itself, and laudable efforts are made to maintain good schools, but the importance and necessity of making promptly and punctually accurate and full reports does not seem to be so fully appreciated".

ILLINOIS. While ample provision is made in this state for the establishment and maintenance of schools, its educational condition, is not in all respects the best possible, owing to inherent defects in the school law. Two measures for the permanent improvement of the school system are regarded as of primary importance by careful observers: a reconstruction in the method of county supervision, and the establishment of a system of annual teachers' institutes to be supported or aided by the state. The county superintendent is at present, in many cases, merely a political officer, without special qualification for his position, and, frequently, giving its duties only nominal attention. The teachers' institutes, also, which are annually held, are almost entirely the result of local enthusiasm or individual enterprise, and receive no pecuniary aid from the state, and but little from the counties. The necessity of establishing a system of annual county institutes was urged many years ago, and attention has since been called to their importance by the state superintendent and other friends of the schools; but no action toward a change has yet been taken. Partially to supply the deficiency in this respect, state and county teachers' associations, and associations of principals and of superintendents exist; and, in 1877, a general competitive examination was held, for the purpose of "stimulating the schools to a higher degree of excellence in their work, and of giving opportunity to teachers and others to inspect and compare the results of their labor." An attempt was made, in 1877, to create a public sentiment sufficiently strong to secure the passage of a compulsory attendance law, but it was not successful. A movement has been begun, also, to engraft the kindergarten on the public school system of the state. To this end a proposition was entertained by the state teachers' association, recommending the establishment of a kindergarten as an accessory to each of the model schools now connected with the state normal schools, and favoring an amendment of the school law, to render the maintenance of kindergartens, as a part of the public school system, obligatory in cities of more than 5,000 inhabitants. A far more radical reform, however, than any of these mentioned, and one which is approved by the state teachers' association, though not formally embodied in a resolution, is the substitution of the township for the district system.

The present state superintendent is S. M. Etter, who was elected in 1874.

The following summary of school statistics exhibits the educational condition of the state in 1877:

Number of children of school age (6 to 21).	992,354
Number enrolled in the public schools....	694,489
Number of teachers, males.....	9,162
" " females.....	12,381
Average monthly salary, males.....	\$46.17
" " females.....	\$32.23
" length of school year in months.	6.8
Total valuation of school property.....	\$18,783,929

School receipts.....	\$9,764,359
School expenditures.....	\$8,388,596

Normal Instruction.—Two institutions—the State Normal University, at Normal, and the Southern Normal University, at Carbondale—stand at the head of the system, as at present constituted, and efforts were made during the past year to establish another school of this class in the northern part of the state. Other public normal schools exist, in many of the cities and towns; and some private schools of this class have been established.

Secondary Instruction.—Besides the 110 public high schools in the state, there are many private schools and academies, preparatory departments, denominational schools, and business colleges. These institutions being outside of the public school system, make no report to the state authorities, and the statistics at hand in regard to them are, therefore, necessarily incomplete. The number that reported to the U. S. Bureau of Education, in 1876, was 21 private schools, 2 preparatory schools, 25 preparatory departments of colleges, and 14 business colleges. The number of teachers was 300, the number of students 10,047.

Superior, Professional, and Scientific Instruction.—There were 28 institutions for superior instruction in the state, according to the latest returns. The number of instructors in them was 302, the number of students 5,369, of whom 1,608 were of the collegiate grade. In their libraries were 92,300 volumes. Ewing College, at Ewing, is undenominational. It was incorporated as Ewing High School in 1867, and chartered as a college in 1874. It admits both sexes, and has a collegiate and a preparatory department. The Rev. William Shelton, D. D. is the president.—The Illinois Agricultural College, at Irvington, organized in 1866, is a literary institution, according to its amended charter, notwithstanding its name. It admits both sexes, and has a classical, a preparatory, and a commercial course.—Lake Forest University is under Presbyterian control. It was opened in 1876. It also admits both sexes, and has a collegiate and a preparatory department.—Rock River University, at Dixon, was organized in 1875. It is non-sectarian, admits both sexes, and will provide a collegiate, a preparatory, a normal and a commercial department, and others as required.—The Swedish American Amsgari College, at Knoxville, is under Evangelical Lutheran control. It was founded in 1875, and has a theological, a collegiate, and a preparatory department.—The Reformed Episcopalians have recently laid the foundation of the University of the West, at Chicago. Bishop Cheney is its chancellor.—H. W. Everest, A. M. has succeeded to the presidency of Eureka College.—In 1876, eight colleges for women reported a total of 112 instructors, and 1,125 students, 537 of whom were of the collegiate grade. Their libraries contained 8,600 volumes.—The Illinois Industrial University, at Urbana, has recently taken steps to add to its facilities for

usefulness by beginning the erection of a new and very complete chemical building, and by authorizing its faculty to designate one or more high schools in each county, whose certificates of examination, in the branches required of candidates for the university, will be received in place of the usual examination at the university. In 1876-7, the number of instructors was 24, the number of students 388. This institution admits both sexes. — By the latest returns, eleven theological seminaries and departments had 45 professors, 420 students, and 44,850 volumes in their libraries; four law schools and departments, 45 professors and 202 students; and five medical colleges, 80 professors and 610 students. The Chicago College of Pharmacy had 5 professors, 38 students, and a library of 2,500 volumes.

Special Instruction. — The Illinois Institute for the Education of the Deaf and Dumb, at Jacksonville, gave instruction, in 1876, to 421 pupils, — 237 males and 184 females. There is a similar school in Chicago called the Chicago Day School for Deaf-Mutes in which 24 pupils (20 males and 4 females) were taught. The state institution for the education of the blind, also at Jacksonville, had an attendance of 86 pupils. The asylum for feeble-minded children, at Lincoln, has recently been organized so as to be independent of the institution for the deaf and dumb.

CHICAGO. This city, the largest in Illinois, or in the Northwest, had, in 1876, a population of 407,661. The most important subjects considered by the board of education during the year 1876, were the regrading of the schools, 12 grades taking the place of the previous 10; the establishment of division high schools, — a modified form of the high school proper, with a two years' instead of a four years' course; and the decisive rejection of a proposition to re-instate the Bible in its former position in the schools. In 1877, three new schools were organized in the city, and a reduction of all the teachers' salaries was ordered. These, together with the opening of a Froebel Kindergarten Training School, and the reception of a petition from a committee of women asking for representation in the school board — which was disregarded — are the principal events in school matters during the year.

A change in the office of city superintendent occurred in September, 1877, J. L. Pickard retiring after a 13 years' term of office. The present city superintendent is Duane Doty.

The following are the school statistics for 1877:

Number of children of school age (6 to 21)	110,184
“ enrolled in public schools.....	53,529
“ “ “ private schools.....	18,064
Average attendance in public schools.....	37,131
Number of teachers, males.....	35
“ “ “ females.....	695
Total receipts for school purposes.....	\$767,752
“ expenditures “ “.....	\$602,529
“ value of school property.....	\$4,252,122

Though connected only indirectly with the school system of the city, the new public library, which will be begun as soon as the necessary legal steps have been taken, deserves especial

mention on account of the unusually large set apart for its establishment and maintenance. The division of the Newbury estate will \$2,500,000 at the disposal of the city for the purpose mentioned. The income thus obtained, it is claimed, exceed that of any library in the United States, not excepting the Library of Congress or the sum annually appropriated for the support of the Congressional Library at Washington.

INDIA. *Progress of Education.* — The progress of popular education in India has been very slow and beset with many difficulties. The East India Company was hostile to the education of the people during nearly the whole period of its rule. The first system of instruction, originally organized under the administration of that company, for many years left the mass of the people entirely out of sight. The more recent efforts of the British-Indian government to secure the adequate instruction of the whole population have been directed with vigorous and attended with considerable success. The Brahmins, who formerly had the control of education, would receive as students only a small number of young men belonging to their privileged class. They believed that the two castes immediately below them ought not to learn to read, but to be allowed to hear the sacred books or commented upon, and that persons of the fourth caste would be accursed if they even saw a word of the books. They still form communities (half convents, half colleges) at which they teach those who are entitled to the privilege of learning, Sanskrit, religion, and philosophy. Their method of teaching consists in causing their pupils to commit to memory Sanskrit grammar and dictionary, and exercise them in wrangling upon points of philosophy after the manner of the European professors of the middle ages. Not one in a hundred Brahmins attends these colleges, the majority declining to a secular life without education. During the Mussulman supremacy, instruction flourished in which the Arabic and Persian languages were taught, — the Arabic, as the language of the Koran, for religious uses; the Persian as the language of the court, of public business, literature, and philosophy. The princes and grandees considered it an honor to found and support one of these institutions. The sciences were never cultivated by the Indian Medans, but are despised by them. The Mussulman colleges were closed by the British after the mutiny of 1857, but others have since been founded in their place. — No instruction is given in the native languages, in either the Brahmin, or the Mohammedan schools. The study of these languages was confined to the religious classes and to private transactions. The vernacular was taught in the village schools, where the instruction was limited to the amount of knowledge required to enable the tradesmen and proprietors to keep their simple accounts, and to satisfy the desire to read the national legend and poems in the native languages spread in

these village schools were opened, and reading, writing, and elementary arithmetic were taught in them. The schools, poor as was their quality, multiplied rapidly, so that an official report made in 1814 gave one hundred thousand as the number in the province of Bengal. The number was greatly reduced after the primary schools of the government were established. — The East India Company took no interest in the education of the people, but was rather averse to it, and neglected to make the intended application of the annuity granted to it by the British government for educational purposes upon the renewal of its charter, in 1813. Finally, in 1823, a committee of public instruction was appointed to investigate the condition of education in Bengal, to inspect the public and private schools of the province, and to propose measures for the diffusion of knowledge, the introduction of the arts and sciences of Europe, and the amelioration of the moral condition of the people. This committee devoted its attention to the promotion of higher instruction among the upper classes; while it neglected the lower classes and the public schools, and failed to produce any satisfactory result in the more general diffusion of education. A commissioner was appointed by the British government in 1835, to examine and report upon the national schools of Bengal. He recommended the building up of the national schools, but was opposed by the committee of public instruction, who adhered to the belief that education ought to begin from above and descend. Their system was satirically styled "the theory of filtration." Several years afterward, the Governor General published an order putting the national schools on an equal footing with the English and Oriental schools. He still declared himself, however, a believer in the primary importance of educating the higher classes. The contest between the advocates of this view and the partisans of popular education did not fully cease till 1854, when the English government published a circular declaring its adherence to the policy of a general extension of educational facilities, and its design to devise means to secure a practical and useful education to the mass of the people. The importance of the education of the higher classes was admitted; but it was said, in the circular, that they could, if necessary, pay the expenses of their own instruction, while the masses, if left to themselves, would have to go without education. This circular was the signal for a new departure in the management of the schools of the country. Under the operation of the policy which it introduced, the village schools have become numerous. They are open to all children without distinction of class or caste. Instruction is generally confined to reading, writing, and the elements of arithmetic; but a few teachers add lessons to selected pupils in the English, Arabic, Persian, and Sanskrit languages.

The first measures for the instruction of girls were adopted in 1849, when an order was issued

extending the existing regulations and facilities to girls' schools. Diligent and long continued efforts were required to make female education acceptable. At first, the parents of poor girls had to be paid to allow them to come to school, and the girls themselves had to be furnished with clothing to make their attendance practicable. In some districts, the female pupils of the privileged classes, among whom the seclusion of women prevails, were granted the privilege of having a curtain placed between them and the teacher to conceal them from his view. With all the efforts that have been made, only about 1,200 girls' schools have as yet been established by the government; and the reports of the assiduity and progress of the pupils are not encouraging. It has been found necessary, in many of the schools, both for boys and for girls, in order to keep up the attendance, to confer small prizes upon the poorer pupils. The custom of feeing parents to induce them to send their children to school has gained considerable currency. The government has endeavored to abolish it, but has met with the difficulty that many of the poorer Hindus are really not able to spare the services of their children during school hours without some compensation.

Educational Statistics. — A report of the Sunday-schools of India, which was made to a General Sunday-school Convention held in January, 1876, showed that the whole number of these schools in the empire was 617, and the number of Bible classes was 632, with 32,131 scholars in the Sunday-schools, and 7,491 in the Bible classes. — The director of public instruction in British Burmah, Mr. P. Horden, issued, for 1875—6, the tenth annual report from that office. The report shows that, since 1866, the government schools in the country have increased from 4, with an attendance of 440 pupils, to 26, with an attendance of 2,197 pupils; and the aided schools have increased from 259, with 6,658 pupils, to 1,180, with 36,240 pupils. The control of educational affairs is at present vested in a director and an inspector of schools, both of whom are Englishmen, with 9 Burman deputy inspectors. The pupils in all of the schools pay fees, no free schools being established. Formerly, nearly all the schools were in the hands of the Buddhist priests. The efforts of the government to improve the monastic schools have met with but little success, owing to the indifference and prejudice of the priests who have them in charge, some of whom pretend to have no leisure to give secular instruction, while others refuse to teach arithmetic because they believe that Gautama did not approve it. The report of the director declares that "one good lay school is worth ten ordinary monastic schools." Grants of money are made by the government to mission schools, on condition that the latter shall be furnished with equal sums from other sources. In schools which do not receive grants in aid, prizes are given to all the pupils who pass the different standards of examination; and a sum is given to each teacher

equal to all that his pupils receive.—The whole number of government and private schools in British India, in 1874—5, excluding the native states, was 53,764, giving instruction to 1,668,026 scholars.

Superior Instruction.—At the close of 1876, Lord Lytton, the Viceroy of India, laid the foundation of the first Anglo-Mohammedan university of India, the funds of which have chiefly been raised by the efforts and the liberality of Sir Salar Jung. The new university resembles in many points those of Oxford and Cambridge. The students have to spend four years at the university, and after successfully passing the examinations, thirty young men receive fellowships yielding 600 rupees per annum for a term of seven years. There are, moreover, 60 fellowships for students during their time of study. The new university has chairs of all sciences and arts, as well as of Mohammedan theology. The fellowships are only accessible to Mohammedans.

INDIANA. Though little change has been made in the school law of this state since the issue of the last biennial report of the state superintendent, several influences have operated to modify the working of the school system; and questions have arisen, some tending to increase its efficiency, and others to impair it. Here, as has been the case in other states, the textbook question has arisen; and the law has been so altered that no book in use in the schools at the time the alteration was made, could be changed within three years from the time of its adoption; and no book introduced after that time could be changed within six years from the date of its adoption, unless by a unanimous vote of the school board. County supervision is another feature of the system, which, according to the superintendent, has been in an unsettled state for many years, and has only recently been so amended as to be efficient. Attention is also called to the manner of calculating the average number of days on which school is held, the present method compelling a combination of the country and city reports in such a way as to reflect unfairly upon the cities. A far more important error is the unjust discrimination made in favor of the city schools, to the disadvantage of those in the country. This grows out of the small appropriations of money made to country schools, which secures only inferior teaching capacity, short terms, and a grade of school which seldom rises above the elementary. In Johnson County, this matter was taken to the courts for adjustment, by two citizens whose daughters desired instruction in Latin and algebra. In spite of the fact that a large majority of the voters of the district had voted that nothing but common English branches should be taught, the court directed that instruction in algebra should be given, and further stated that Latin would also have been included in the decree except for an informality in the wording of the petition. Several suggestions are made by the state superintendent for the

purpose of correcting this error. Here, also, as everywhere, the high school has to contend with the usual amount of opposition from those who consider it an unnecessary burden upon the taxpayer, and an institution whose character is alien to a true public-school system. In Indianapolis, this opposition grew so formidable as to succeed in changing the amount of school tax levied, limiting it to 20 cents on the \$100. Notwithstanding these drawbacks, the last report concerning the schools shows an increase in attendance and expenditure, and a situation in nearly all respects satisfactory. The number of city systems in the state is 49; the number of town systems, 206; the number of ungraded schools, 9,004.

The *state superintendent* is James Henry Smart, first elected in 1874, and again in 1876.

[Mr. Smart was born at Centre Harbor, N. H., June 30, 1841, and was educated at the high school in Concord, N. H. For several years he taught in the district and graded schools of that state, and was one of the editors, during that period, of the *New Hampshire Journal of Education*. In April, 1863, he removed to Toledo, O., where he taught school until his appointment, in 1865, to the office of superintendent of schools in Fort Wayne, Ind. He also served as a member of the Indiana state board of education, and, during six years, was county examiner. In 1872, he was elected president of the Indiana State Teachers' Association; and, in 1874, was elected state superintendent of public instruction, to which office he was re-elected in 1876. He is *ex officio* president of the state board of education, and a trustee of the state normal school.—Besides his many valuable official reports, he has published several pamphlets on educational subjects. In 1876, he edited a work entitled *The Indiana Schools and the Men who have worked in them*; and was a contributor to the *Cyclopædia of Education*. He has a volume in press entitled *The Legal Rights and Duties of School Officers and Teachers*. He has, also, during his term of office as state superintendent, conducted the official department of the *Indiana School Journal*.—He received the degree of A. M. from the Indiana State University in 1870, and from Dartmouth College in 1874.]

The principal items of the *school statistics* are as follows:

Number of children of school age (6 to 21 years) (1876).....	679,230
Number of children enrolled in public schools (1877).....	498,726
Average attendance.....	298,324
Average length of school year.....	129 days
Number of teachers, males.....	8,109
" " females.....	5,465
Total number of teachers.....	13,574
Average daily salary, males.....	\$3.16
" " females.....	\$2.07

The *receipts* for school purposes (1876) were:

From state tax.....	\$1,553,164
" local tax.....	2,693,321
" permanent fund.....	616,164
" other sources.....	220,678
Total.....	\$5,083,327

The *total expenditures* (1876) were:

For sites, buildings, and furniture.....	\$700,000
For teachers' salaries.....	3,093,559
For superintendents' salaries.....	50,000
For rent, fuel, lights, etc.....	1,077,626

Total.....	\$4,921,085
Total valuation of school property.....	\$11,376,729

In addition to the public schools, there are 757 private schools, with 229 male and 536 female teachers, and an average attendance of 9,215 pupils.

Normal Instruction.—The state normal school at Terre Haute reported, in 1876, an aggregate of 404 students, not including those in the model or training school, which numbered 183. Among them were representatives from between 80 and 90 counties; and these, upon graduation, engage in teaching, and, by their attendance at county and township institutes, are enabled to extend largely the influence of the normal school. The number of *county normal institutes*, in 1875, was 91, with an attendance of 11,159 teachers; the number of private *normal institutes* was 63, with 2,685 teachers; the number of *township institutes* was 4,080. In 1876, the number of the latter had increased to 4,375. In addition to these means for rendering the teachers' work more efficient, the State Teachers' Association, which holds annual meetings, has taken a very important part. Though the attendance of teachers at its meetings is voluntary, their interest has not on this account slackened.

Secondary Instruction.—Of public high schools, 45 are enumerated, with 115 regular and 25 special teachers, and 3,145 pupils. The course in these is from 2 to 4 years, the latter period being most common. The pupils of 17 of these are admitted without examination to the freshman class of the university upon the certificate of a satisfactory examination from the superintendent of schools. The number of schools so designated is gradually increasing, so that the way is open by which a student may pass, "without charge for tuition, from the lowest class in the common school through the senior class of the university." These high schools, together with a large number of private schools of the same grade scattered over the state, constitute efficient preparatory schools for a more advanced course of instruction.

Superior, Scientific, and Professional Instruction.—The 17 institutions of the state for superior instruction, according to the latest returns, had an aggregate of 185 instructors and 2,633 students, of whom 847 were of the collegiate grade. There were, also, 80,000 volumes in their libraries. — Bedford College, at Bedford, established in 1856, as the Lawrence High School, is under the control of the Christian denomination. It has a collegiate, a preparatory, a normal, a commercial, and a Bible course. Both sexes are admitted. It was chartered, in 1871, as the Bedford Male and Female College. The name of the Northwestern Christian University has been changed to Butler University. Most of the above mentioned institutions admit both sexes and have scientific courses, though without distinct scientific departments. — Purdue University, for both sexes, in 1876—7, had 10 instructors and 139 students, of whom 60 were of the collegiate grade. — The law department of the State University had two professors and 41 students. — According to the latest returns, the three medical colleges had 37 professors and 232 students. — St. Meinrad's theological seminary (R. C.) had 6 professors, 26 students, and a library of 7,000 volumes.

Special Instruction.—The Indiana Institute for the Deaf and Dumb gives instruction annually to between 200 and 300 inmates; and a special institution for the education of the blind at Indianapolis, which is both an industrial and an ordinary school, furnishes instruction to the small number of blind in the state. Elementary instruction is also given in the Indiana Soldiers' Home to about 250 orphans of soldiers and sailors.

INDIAN TERRITORY. The education of the North American Indians is still in its experimental stage, owing to the difficulty which is experienced in reaching those whom it is designed to influence. Some good results are, of course, produced by the schools which are, from time to time, established at military posts, and into which a few of the neighboring Indians are drawn; but these schools, being temporary in their character, small in size and number, and designed originally rather for the instruction of whites than of Indians, can hardly be said to have had any appreciable effect in the solution of the general problem. More lasting effects, perhaps, have been produced by the special mission schools, while even greater than these in importance, owing to the larger number of their pupils, are the agency schools; but it is only to those extensive gatherings of Indians in settlements which lie more decidedly within the pale of civilization, and in which they have established themselves permanently and become the owners of property, that we can look for any considerable results in the way of education. Of these communities, by far the largest is that which is gathered in the Indian Territory. The five tribes which comprise the majority of the population there are the Cherokees, Choctaws, Creeks, Chickasaws, and Seminoles.

The principal items of the school statistics for the year 1875—6 are as follows:

Number of children of school age (partly estimated).....	7,528
Number of children, enrolled in schools.....	5,106
Average daily attendance.....	3,151
Number of school-rooms.....	188
" " teachers.....	196
Total receipts for school purposes.....	\$161,320.50
Total expenditures for school purposes.....	\$198,332.50

Secondary Instruction.—The Cherokees, being more numerous than any other tribe in the territory, have made more thorough provision for their youth to acquire the rudiments of a higher education. They have two seminaries, and buildings for the same, tastefully constructed and well equipped, in which ample facilities are afforded for the purpose. They also support a manual-labor school in which the orphans of the tribe find instruction and employment. The Choctaws have a seminary for girls and a manual-labor school for boys, both of which are partly supported by the Presbyterians and Methodists. The Creeks have two manual-labor schools and one girls' seminary. Of the former, one — the Tallahassee Mission School — is for both sexes; the second — the Asbury Mission School — is for males only. These schools, in the order

mentioned, are under the direction of the Presbyterians, Methodists, and Baptists, respectively, by whom they are, in whole or in part, supported. The Chickasaws have four boarding-schools or seminaries — one in each of the four counties into which their territory is divided. The Seminoles, being least numerous of the five principal tribes, have only one boarding-school.

IOWA. The operation of the school law in this state, during the past year, has revealed certain defects for which the state superintendent, in his annual report, suggests legal remedies. These relate principally to text-books, the apportionment of school moneys in counties from which no return of school children is received, the penalties to be imposed upon delinquent county treasurers, the employment of teachers, and the support of normal institutes. The same officer has prepared the draft of a bill to create a state board of examination, and recommends the establishment of a second state normal school, in the Northwestern part of the state, and the organization of normal departments in some of the graded schools, if the finances of the state do not permit anything more complete.

The position of *state superintendent* is occupied by C. W. Von Coelln, who was originally appointed to fill the unexpired term of Alonzo Abernethy, and was afterward elected, in 1876, to the same position.

[Mr. Von Coelln was born near Minden, province of Westphalia, Prussia, and was educated in the gymnasium at Herford, and at the universities of Bonn and Berlin. He has been engaged in the work of education in the United States since 1856, for some time teaching in the public and private schools of Iowa; and, from 1863 to 1869, filling the position of professor of mathematics in Iowa College, Grinnell. Before his election to his present position of state superintendent, in 1876, he was the superintendent of schools in Waterloo, Iowa. He has contributed several valuable articles to the educational journals of Iowa and Illinois.]

The number of ungraded schools in Iowa, in 1877, was 9,948; graded schools, 476; average length of sessions, 7.27 months. The *school statistics* for the same period are as follows:

Number of children of school age (5—21) . . .	567,859
“ “ enrolled in public schools . . .	421,163
Average attendance . . .	251,372
Number of teachers, males . . .	7,348
“ “ females . . .	12,518
Total number of teachers . . .	19,866
Average monthly salary, males . . .	\$34.88
“ “ females . . .	\$28.69

The *school receipts* were as follows:

From school house fund . . .	\$1,267,228.90
“ contingent “ . . .	1,039,952.93
“ teachers’ “ . . .	3,041,849.50
Total . . .	\$5,349,031.33

The *expenditures* were as follows:

From school house fund . . .	\$1,240,766.63
“ contingent fund . . .	1,003,016.63
“ teachers’ fund . . .	2,953,645.08
Total . . .	\$5,197,428.37

Normal Instruction. — The first decisive step taken by the state for the training of teachers was in 1876, when the state normal school at Cedar

Falls was organized. This institution has an elementary course and a scientific course, each of two years. There is also a course for languages, which may be taken instead of the scientific course. The number of students enrolled in the school, during the first year, was 106; during the second, it was 155.

Teachers’ institutes have been established very recently in the state, and one is now held annually in each county. Their number, in 1877, was 99, and their average length of session was more than 3 weeks. They were attended by 3,534 male and 8,395 female teachers. A *state normal institute* was also held in June.

Secondary Instruction. — Public high schools exist in many parts of the state, but no separate report is made of them. They are naturally confined to the cities and larger towns. The number of private schools of this class is 127, giving instruction to 12,383 pupils. There are preparatory departments in 17 colleges, and 8 business colleges, the former having 35 teachers and 2,348 students; the latter, 22 teachers and 1,674 students.

Superior Instruction. — At the head of the institutions for this grade of instruction, is the State University. It comprises four departments: an academic, of 6 years, 2 of which are preparatory; one of civil engineering, which occupies five years, including one year preparatory; a legal, and a medical department. The number of instructors is 21, and the number of pupils, in 1877, was 550. Of the 25 academical graduates, 5 were women; of the law class of 103, two were women; and of the medical class of 79, two were women. Seventeen other colleges and universities exist, with 168 instructors of all kinds, who gave instruction, during the year 1877, to 3,416 students. The number of volumes in the libraries of these institutions was 40,188.

Scientific and Professional Instruction. — There are 9 institutions for furnishing special higher education, either independent or forming departments of institutions for superior instruction. The State Agricultural College, in a 4 years’ course, provides instruction for young men and women in all the branches which are usually pursued in such colleges, special effort being made to impart a practical as well as a theoretical knowledge of those mechanical, industrial, and economic pursuits which are in most frequent use in the affairs of life. It has a corps of 16 instructors, and, in 1876, numbered 302 students. There are, also, in various parts of the state, 3 schools of theology, 3 of medicine, and 2 of law, with 43 instructors and 375 students.

Special Instruction. — In the state institution for the deaf and dumb, at Council Bluffs, the number of pupils, during the past year, was 181 — males, 98; females, 83. The college for the blind at Vinton gave instruction, during the same period, to 112 inmates.

DUBUQUE. This city, the estimated population of which, in 1877, was 36,000, constitutes an inde-

pendent school district the educational interests of which are managed by a school board, without the employment of a city superintendent. The system comprises 8 graded schools, including one high school, and 2 ungraded schools.

The school statistics for the year 1877 are as follows:

Number of children of school age (5 to 21)	9,347
" " enrolled in the public schools.....	3,879
Average daily attendance.....	2,488
Number of teachers, males.....	11
" females.....	61
Average monthly salary, males.....	\$104.54
" females.....	\$37.50
Total receipts for school purposes.....	\$54,140
" expenditures " ".....	\$44,386.48
Total valuation of school property.....	\$173,000

The courses of study in the schools are such as are in use in similar systems in other cities. German, however, is taught in several of them, giving employment to 3 special instructors, who teach one hour daily, Fridays excepted, after the regular school hours.

IRELAND. *The National System.*—The congress of Irish national teachers met at the close of 1876. The most important topics discussed were teachers' salaries, pensions, and residences. At the public meeting, held Dec. 29th, the following resolutions were adopted: "That, owing to the signal failure of the National Teachers' Act, which deprives the great majority of the teachers of two-thirds of their results' fees, and owing to the late modification of the same act respecting contingent fees, which cannot be availed of by most of the poorest schools, and by a large number of those most efficient, we express our strongest condemnation of both, and request that the government will not long delay the introduction of a measure which will make our full results' fees a certainty." "That the class salaries being so low, and leaving us to the precarious system of payment by results, we will never cease declaring our dissatisfaction with them until they are raised to £2, £1 10s., and £1, (per week), for the first, second, and third class of national teachers." "That we urge upon the government and the commissioners the necessity of providing pensions for the national teachers, when obliged to retire through old age or infirmity."—"That the same facility for obtaining residences ought to be afforded to vested as to non-vested schools, and that where a residence can not be obtained, an equivalent for rent ought to be allowed in lieu thereof." These subjects attracted much attention, and large and earnest meetings of teachers were held throughout the country to urge them upon the consideration of Parliament. They were further enforced by numerous signed petitions, and by a deputation, which was received by the Chancellor of the Exchequer, the Chief Secretary for Ireland, and the Secretary to the Treasury.—On March 16th, Mr. O' Shaughnessy, member for Limerick, brought the subject of compulsory education for Ireland before Parliament; and a discussion ensued, but without any other result than to draw public attention to the question,

it being the general opinion that the time was not ripe for such a measure. April 17th, Mr. Meldon, member for Kildare, brought forward the subject of pensions, which was discussed without practical result. On the 23rd of July, Mr. Meldon moved "that, in the opinion of this House, some means should, without further delay, be found to provide Irish national school teachers with such remuneration for their services as will secure to them more certain incomes, render them less dependent on contingencies than at present, and be more commensurate with the services which they perform." The government, while admitting the unsatisfactory state of teachers' salaries in Ireland, and that the National Teachers' Act of 1875 had not been so successful as could be wished, yet did not see its way clear toward Parliamentary action at the time, and opposed the motion, which was negatived by a vote of 110 to 73. It is claimed in behalf of the Irish national teachers, that their average salary is only about one half the average salary of English and Scotch teachers. One of the defects of the act of 1875 is the "permissive" clause, under which Poor Law Unions may cease to become contributory; and its working has been such that somewhat less than 30 remain contributory. In view of this fact, the Clones Union in September adopted a memorial to the Chief Secretary for Ireland urging that some bill should be introduced at the next session of Parliament, in which the interests of the rate-payers in the several unions being duly considered, one uniform system should be adopted, and deprecating the connection in any manner of the cost of education with the administration of the poor law. Copies of this memorial were sent to all the unions, with a request that they would coöperate by adopting a similar one.

On the 31st of December, 1876, there were 7,334 schools in operation connected with the National Board, being an increase of 67 as compared with the previous year. Of these schools, Ulster had 2,764; Munster, 1,845; Leinster, 1,553; and Connaught, 1,172. The number of individual pupils on the rolls who made any attendance during 1876 was 1,032,215; number on the rolls and in attendance some time in the last half of the month preceding the annual results examination in each school, 596,427, an increase of 18,886 as compared with 1875; average daily attendance for 1876, 416,586, an increase of 26,625; number of male principals, 4,411; of female principals, 2,661; of male assistants, 742; of female assistants, 2,463; total teachers, 10,277, of whom 938 were first class, 2,950 second class, and 6,389 third class. Of these teachers, 3,459 were trained in the commissioners' own normal establishment. The total amount of salaries, premiums, gratuities, and results' fees paid by the commissioners, in the year ending March 31st, 1877, to the principal teachers, assistants, monitors, and work-mistresses in national schools, including the central and other model schools, and the payment to organizing teachers, was

£535,882 11s 2d. In addition to this, the sum of £107,685 12s 5d was contributed locally, in the form of school fees, subscriptions, donations, etc. These sums include the money received by convent schools, teachers retiring from service, etc. The total number of pupils who were qualified for examination, having made at least 50 attendances within the year ending March 31st, 1877, was 437,846 — 205,211 boys and 201,135 girls, besides 31,500 who failed to appear on the day of examination. Of those examined, 228,949, or 56.3 per cent, were promoted, a less number and a smaller percentage than the previous year. This falling off was largely due to a change which substituted, as the condition of promotion, the passing in reading, writing, and arithmetic for the passing only in reading and some other subject as in previous years. The number of monitors of all grades in the service of the Board, March 31st, 1877, was 4,280.

The Society for the Preservation of the Irish Language has published the *First Irish Book*, compiled on the same plan as the modern exercise books in French, German, and other languages. It forms an excellent introduction to the language, and is to be followed by other books of the series. The society intends to use its efforts to have the Irish tongue taught in Irish national schools.

Secondary Education in Ireland is universally admitted to be in an unsatisfactory condition, alike as respects organization and extent. The report of the Endowed Schools' Commission (1858) stated "that the entire number of Endowed Grammar Schools in Ireland is fifty-two, forty-nine of which are in towns, and of these only fifteen have endowments of £250 a year and upwards, and that there were ninety-one towns, having above 2,000 inhabitants, in which there was situated no Grammar or Superior English School." The report also records "the prevalence of a very strong feeling respecting the existence of deficiencies, which now, to a great extent, debar the middle classes from the enjoyment of the inestimable blessings of good instruction." These deficiencies have, since that time, increased rather than diminished. The national system, by its thoroughness and cheapness, has displaced the private school-masters, who in many places earned a livelihood by teaching both the humbler and the higher branches. Educational reformers have been calling aloud for the intervention of the state, as the only effective remedy for this evil, and have frequently urged that legislation on the subject should be undertaken by Parliament.

A corporation, entitled the Commissioners of Education in Ireland, was established by act of Parliament in 1813, and was composed of the Lord Primate, the Lord Chancellor, the Archbishop of Dublin, the Archbishop of Tuam, and the respective coadjutors of the Primate and Archbishops; the Chief Justice of the Queen's Bench, the Provost of Trinity College; and also four of the Bishops of Ireland, and four other proper and discreet persons, the last eight to be

appointed, from time to time, by the Lord Lieutenant. In 1823, the commission was increased by the addition of the Archbishop of Cashel, and his coadjutor, the Chief Secretary of the Lord Lieutenant, the Member of Parliament for Trinity College, and two other proper and discreet persons to be appointed by the Lord Lieutenant. The jurisdiction of the Commissioners embraced three classes of Endowed Schools; namely, the Diocesan Free Schools, the Royal Free Schools, and the Schools of private foundation for the education of persons professing any other religious persuasion than that of the United Church of England and Ireland, and those under the inspection of visitors appointed by act of Parliament or charter; and the visitors were intrusted with very large powers of visitation and control.

(1) The Diocesan Free Schools were placed on a permanent basis by an act of the Irish Parliament in 1570; but, despite frequent inquiries, and numerous amendments of the act, these schools do not seem at any time to have fully answered their intention. The schools were to be erected at the cost of the diocese; and the salaries of the masters were to be fixed by the Lord Lieutenant in Council, and paid one third by the ordinary and two thirds by the other ecclesiastical persons of the diocese. The salaries, however, did not share in the changes made in the value of money, and became wholly inadequate. In 1858, there were only fifteen schools in operation in the thirty-four dioceses; namely, at Carlow, Naas, Mullingar, Wexford, Wicklow, Cork, Mallow, Roncarbery, Limerick, Ballymena, Downpatrick, Londonderry, Monaghan, Tuam, and Elphin; and in only six of them was the state of instruction declared to be "satisfactory." The Irish Church Act (1869) abolished these schools, and the schoolmasters shared in the general arrangement of the act for compensation. The following schools are still maintained as boarding and day schools, and their course of instruction prepares for the universities, public examinations, and commerce: Ballymena, Tuam, Sligo, Monaghan.

(2) The Royal Free Schools were endowed by James I. and Charles I. The endowments are nine in number, of which seven are in operation, and six are Grammar Schools; namely, Armagh, founded in (1620), endowment, about £1000 per annum; Banagher (1629), £200; Cavan (1627), £500; Dungannon (1627), £1,500; Enniskillen, Portora, about £2,000; Raphoe, £453. The Commissioners for the Endowed Schools express their satisfaction with the general efficiency of the great Royal Schools, and urge the extension of the system by which exhibitions have been established from their funds for pupils proceeding to the universities.

(3) The following Grammar Schools of private foundation were placed under the regulations of the Commissioners: Kilkenny (founded 1684), Dundalk (1725), Navan (1686), Ballyroan (1686), New Ross (1713), Bandon (1642), Charleville, Kinsale (1767), Middleton (1696).

Youghal (1642), Clonmel (1685), Lismore (1642), Waterford (prior to 1699), Carrickmacross (1711), Lifford (1619), and Eyrecourt (1730); also Foyle College, Londonderry, an old Royal School (1617).

(4) The number of privately endowed schools under the Commissioners is small; and, with three exceptions, their endowments are administered by the patrons. The Diocesan Schools had, in 1858, a provision for the masters, appointed by warrant of the Lord Lieutenant and Privy Council, of £1,670 15s 3d; the Royal Schools, an annual income derived from land of £5,747 0s 9d; the Grammar Schools of private foundation under the Commissioners of Education, an income of £1,729 9s 3d; and the total annual income from endowments in operation, derived from land and from trust funds, for both superior and primary schools, was £53,955 6s 9d.

An important class of schools — those founded by Erasmus Smith, the Presbyterian London alderman — was exempted from the jurisdiction of the Commissioners. This foundation was of an exclusive religious character, its founder aiming at the promotion of the Protestant faith. From the proceeds of his extensive estates, he established Grammar Schools at Drogheda, Galway, and Tipperary in 1659; and, in 1773, the Grammar School at Ennis was founded. Among these four schools, thirty-five exhibitions in Trinity College, Dublin, are given by competition; ten from £50 to £25 per annum, tenable for 5 years; and the rest of minor value, tenable for 7 years. The High School, Dublin, is also on this foundation. A large portion, however, of the funds of this trust has been applied to the foundation of professorships and fellowships in Trinity College, and to the establishment of numerous English schools. In 1858, the estates were stated to yield an annual income, applicable to schools, of £7,462 6s 2d.

Secondary Education has been specially cared for in Belfast. The *Belfast Academy*, founded in 1785, was the result of the first attempt made in Ireland to found a great intermediate school by local subscription. The funds, however, were all expended on the site and building, the Parliamentary endowment anticipated was not obtained, and the Academy was in serious difficulties for many years, and fell into a very bad condition. Through the energy of its principal, it is now being re-built on a fine site, and has every prospect of a successful career. The academy is divided into a classical, a mathematical, an English, and a writing school; and parents are free to choose for their children such departments as they prefer.

The *Royal Academical Institution*, founded in 1808, is the result of a still more extensive effort to place intermediate education in Belfast on a proper footing; the subscription having amounted to £25,000. The Institution has been most successful, and has between 300 and 400 pupils. The various head

masters of departments form a board for the management of the internal affairs of the school, but are independent of each other, and amenable only to a board of managers, elected by the proprietary. The Institution is totally unsectarian, and sends pupils to the Queen's College, Belfast, with which it is connected by several exhibitions. The *Methodist College*, Belfast, opened in 1868, was founded by the Methodist Church in Ireland, largely aided by the Methodist Churches of England and America. The cost of the building and outfit was £37,000; and £20,000 have been invested as an endowment. In the School Department, there are four carefully graded divisions, and classes are conducted in a separate part of the building for lady students, and for girls. The children of all Protestant denominations are admitted. — Educational institutions have been gradually established by the exertions of the Roman Catholic bishops in nearly every diocese in Ireland, chiefly to train up pupils for the Roman Catholic priesthood, but also to provide the means of education to the middle classes of Roman Catholics.

ITALY. The changes and modifications in school laws and regulations are so frequent in Italy, that it would be impossible to give here minute details of the numberless petty reforms which are decreed one day only to be abolished the next. We shall, therefore, limit ourselves to a brief account of facts, and of certain important reforms introduced by the present ministry, which came into power in March, 1876.

Elementary Schools. — The first act to be taken into consideration is that passed on the 15th of July, 1877, when the Italian parliament decreed that elementary instruction should be secular, gratuitous, and obligatory on all classes. The importance of this law is obvious; but to avoid mistakes, we must remember that all depends upon the mode and the time in which it is carried out. The act of the 13th of November, 1859, which might be termed the general school law of Italy, had likewise decreed obligatory and gratuitous instruction for all. But it omitted to provide the necessary funds for opening the required schools, and to impose any penalty on parents who should neglect or refuse to send their children to school; and thus obligatory instruction had only a nominal existence. The new law, introduced by the Minister Coppino, prescribes the imposition of fines upon recalcitrant parents, to be levied on an ascending scale from 50 centimes, for the first offense, up to 10 fr. On this head, therefore, actual and tangible progress has been made. According to the act of 1859, the elementary course covered four years — two of the lower, and two of the upper course; and this term was sometimes extended into the fifth year. By the new act, enforced school attendance is confined to the lower elementary course, *i. e.*, to the first two classes, and, therefore, will in general end at the age of nine years, after which period a single year of attendance at

the evening school for adults, in all communes possessing such schools, is all that is obligatory. The pupils who fail to pass the second year's examination are bound to attend school for another year; but all who pass — even if under nine years of age — are no longer compelled to attend the day school. Thus, as a general rule, the new Italian law enforces only three years of obligatory instruction — two of day school, one of evening school — between the ages of eight and ten years. Children attending private schools, or taught at home, are also bound to prove, by certificates from their teachers and by examinations, that they have complied with the requirements of the law. The following are the subjects taught: elementary notions of the duties of man both as an individual and as a citizen, reading, writing, the rudiments of Italian grammar, and arithmetic including the metric system. Thus religious instruction is excluded from the school course and is left to the care of the family. This, too, is an innovation of considerable importance; for previously every commune was compelled by law to provide religious instruction at a fixed hour, although those who did not wish to attend were at liberty to absent themselves. It remains to be seen whether the municipalities, now that they are no longer obliged to give religious instruction, will consider themselves equally bound by law to abstain from giving it. Disputes have already arisen on this question, and probably for some time longer every municipality will act as it chooses. Some will abolish religious instruction, others preserve it. Two other points must also be noticed regarding this law: (1) It assigns no fresh funds for educational purposes, but makes the communes responsible for all the new and considerable expenses entailed by the opening of new schools. (2) As the finances of many Italian communes are in a very depressed state, and the inhabitants already overloaded with taxes, it is impossible as yet to predict what will be the practical results of the law. When it is carried into effect, a great step will certainly have been taken, but only a first step towards genuine obligatory elementary instruction; since two years of day and one of evening school are not enough to give a sufficient amount of elementary instruction to all. The majority will quickly forget the little they have learned.

In order to give a clear idea of the progress made by Italy in the matter of elementary instruction, and of how much still remains to be done, we will place before the reader a series of statistics recently drawn up by the Ministry of Public Instruction, and kindly communicated to us before they were published. During the last ten years, from 1866 — 7 to 1875 — 6, the population of Italy, by natural growth and by the annexation of the province of Rome, has increased from 25,016,801 to 26,801,154; the public and private schools, from 35,143 to 47,531; and the number of pupils, from 1,409,607 to 1,931,617. This increase will seem the more noteworthy when it is remembered that the annex-

ation of the province of Rome brought in a element of population more destitute of schools and scholars than almost any other. Although the greater part of its teachers belonged to the clergy, yet while the total number of the teachers increased, during the ten years from 36,225 to 47,085, the teachers belonging to the clerical ranks diminished from 9,600 to 7,590. The number of communes without public boys' schools was reduced during the ten years from 412 to 96; and the number of the without public girls' schools, from 1,599 to 3. But there were also 19,965 fractions of communes, or little boroughs, without any public schools; and, in 1875 — 6, these were reduced to 9,153. The population of each of these fractions of communes is generally not very much over 500 inhabitants.

The sums expended on public schools amounted, at the beginning of the ten years, to 15,913,241 *lire* a year; and at its close to 25,464,359 *lire*. But in order to ascertain how much still remains to be done, it is necessary to refer to the statistics that the ministry has had prepared this year. Taking as our guide the obligatory instruction, which, in compliance with the new act, is only to be given to children between eight and ten years of age, Italy would have 2,635,358 pupils under obligation to attend school; and of these only 1,064,225 attend. There are, therefore, 1,571,133 more children that, by the new law, will be obliged to attend school for three years; and the number of pupils will be, in this way, more than doubled all over Italy. In the southern provinces, the change will be much greater than in the north, where of the 468,339 children who should regularly attend school, 325,664 are already in actual attendance; while, in the Neapolitan provinces, for instance, there are 372,188 who ought to attend school, and of these only 106,163 between the ages of eight and ten years do attend.

New regulations have been issued to insure the thorough execution of the new law of obligatory attendance; and the ministry of public instruction has, for the same purpose, offered two prizes of 6,000 *lire* each for the two best spelling primers and elementary reading books — one for country the other for town schools. These books are to be used in the schools of the kingdom for the purpose of teaching all the branches which, by the act of the 15th of July, 1877, every Italian citizen is required to learn. Also, according to the minister, these primers are intended to solve the difficult question of indicating the exact method of giving elementary moral teaching to the children, without any admixture of religious instruction.

The obligatory law is to be enforced during the year 1878. In communes of less than 5,000 inhabitants, it will be enforced where there is one teacher to every 1,000 persons; in communes of from 5,000 to 20,000 inhabitants, where there is one teacher to every 1,200 persons; and in the larger communes, where there is one teacher to every 1,500 inhabitants.

The scholastic council imposes on the municipalities the obligation of opening the schools required by the law, and wherever necessary, appeals to the provincial council, which can compel such schools to be opened in all cases save in that of a municipality which is in absolute want of means. In such emergencies, the government can grant a subsidy from the fund appropriated for public instruction.

These are the only noteworthy reforms in the matter of elementary instruction. We must not, however, omit to mention that, by the act of the 19th of July, 1876, the minimum of teachers' salaries fixed by the act of November 13th, 1859, was augmented one tenth. In Italy, these salaries vary according to the size of the communes and the different classes in which the masters and mistresses teach. Hence, the minimum fixed by the act now increases from the 550 *lire* per year, given in the lowest rural class, up to 1,320 *lire* in the highest urban class. The female teachers are paid only two-thirds of these salaries.

Secondary Schools. — The secondary schools dependent upon the ministry of public instruction are the classical schools (gymnasias and lyceums) and the technical schools, the latter being less important than the former. As no recent general statistics have been collected of the secondary schools, we can only give some statistics of the governmental schools; but the reader must bear in mind, that Italy has also many private secondary schools, and also many maintained by the provinces and the communes. The government lyceums of the kingdom, during the scholastic years 1876—7 and 1877—8, were only 80 in number; and the 5,532 pupils of the former year have now increased to 5,684. On the other hand, the gymnasias (which are preparatory to the lyceums) have increased from 104 to 106, and the pupils have increased from 9,772 to 10,423. The government technical schools have remained 63 in number, and the pupils have increased from 6,501 to 6,586. It must not, however, be forgotten that Italy has another kind of secondary schools, known by the name of Technical Institutes, which are under the control of the ministry of agriculture and commerce. These will be spoken of in their turn.

Throughout Italy, there are also many public and private boarding-schools attended by pupils going through the elementary and secondary courses; but, generally speaking, there are no boarding-houses in connection with the universities, with the sole exception of the *Collegio Ghislieri*, at Pavia. There is a *Collegio Convitto* at Pisa, but it is an upper normal school and has only from twenty-five to thirty pupils. Of elementary and secondary boarding-schools, twenty-five, entitled *Convitti Nazionali*, are under the control of the ministry of public instruction, and the majority of them are in the southern provinces where families have no other facilities for educating their children. In these boarding-schools, the pupils of the elementary

course, in 1875—6, numbered 741, but decreased to 613 the following year. The number of pupils in the gymnasial course had, on the contrary, risen from 1,135 to 1,205; those again in the lyceum classes have diminished in number from 276 to 270; and those of the technical schools, from 155 to 140; while those of the technical institutes have risen from 31 to 40. Thus the total shows a reduction of 68 pupils; but these statistics do not imply a real and general diminution of boarding pupils, since there are many boarding-schools, both for boys and girls, which are kept by private and municipal teachers. Some of the old religious orders suppressed by the law have been re-organized as private institutions, and keep large boarding-schools with an increasing number of pupils. The seminaries directed by the bishops are likewise boarding-schools, containing large numbers of pupils. Until general statistics have been taken of all these schools, no definite conclusion can be arrived at. For the present, we can only say that, notwithstanding the existing struggle in Italy between church and state, the clergy are very successful in filling their boarding-schools, while the schools maintained by the state are among the least successful of its scholastic institutions. It is often asserted that the only government boarding-schools that are really good are the military colleges. These certainly, stand very high in public estimation, and are often attended by pupils who have no intention of entering the army.

Another reform instituted by the present ministry is the increase of professors' stipends. The salaries fixed by the act of the 13th of November, 1859, had already been raised one tenth; and the act of the 23rd of June, 1877, decrees an augmentation of another tenth; so that the condition of government teachers is less deplorable than before. The directors or *presidi* of first class lyceums receive 3,600 *fr* per annum; and the ordinary professors, from 2,160 to 2,640 *fr*. Those of the gymnasias and technical schools receive much less. Professors of the lowest class receive little more than 1,000 *fr*. per annum. Still, on the whole, the general condition of the teachers is much improved. — The concluding examinations have been made a little easier, especially in the lyceums which prepare students for the universities, but the change is more apparent than real, for the examiners are more severe than they were formerly. Reforms have also been made in the composition of the Provincial Scholastic Council, but these are of too slight a nature to demand special mention. The chief point is, that an attempt has been made to give increased authority over the schools to the prefect of each respective province. The Ministry of Agriculture and Commerce has also initiated some reforms in the technical institutes which simplify the course of study, facilitate the admission of pupils, and allow, in certain cases, the reduction of the course of study from four to three years. These measures of reform have excited much

discussion both in parliament and the country at large, since many maintain that they tend to lower the standard of literary culture in the technical institutes, and consequently in the whole country. It is the opinion of these opponents that a high literary training is most essential in these institutes, which give a general culture, as the majority of their students pass on to the universities and the College of Engineers. On the other hand, it is averred that these institutes must also give special and technical instruction, and that there is not time for everything. The chief incident of this dispute is a letter published by the minister of public instruction, Signor Coppino, and addressed to the Upper Council of his Ministry, in which he urges the consideration of the question whether it be not absolutely necessary to place the technical institutes also under the control of the ministry of public instruction. In Signor Coppino's judgment, it is this control of the schools by two separate ministries, which forms the greatest hindrance to any radical or thorough improvement in Italian public instruction. The Upper Council (*Consiglio Superiore*) has nominated a commission to report upon this subject. Meanwhile, the press is discussing the question, which is certainly one of the greatest gravity for Italy, and which daily increases in importance, owing to the open antagonism between the two ministries. The number of the technical institutes and of their pupils has shown no great variation during the last few years.

Superior Instruction.—In regard to the universities, there has been much angry discussion in parliament since Signor Coppino has been Minister of Public Instruction, on account of the new regulations introduced by his predecessor, Signor Bonghi. Yet these regulations, with certain modifying clauses added by Coppino, have substantially remained in force. In consequence of them, all matriculation university examinations have been done away with. It is enough now to have gone through the secondary course and passed the concluding examinations of the lyceums or the technical institutes; (the last being allowed to send their pupils only to the faculties of mathematics and natural sciences.) Besides this, much greater freedom is granted to the students in the choice of the lectures they attend and as to the period within which they must pass their examinations, which are now fewer in number. This certainly is no great change in itself, but it is not without its importance. Before, everything in Italian universities was subject to very strict regulations. The students were allowed little choice as to their course of study, and the results did not give general satisfaction. Hence the idea of exacting less from the students, with the hope, by that means, of getting more. Time alone can prove the success of the experiment.

Italy has 17 government universities, which, in 1875—6, contained 8,657 students; but the following year, the number decreased to 8,529.

There are also 4 smaller universities, with a very incomplete course of study, styled free universities, because they are maintained by communes and provinces. These cannot confer all the degrees. In all, they contained 237 students, which number sank last year to 219. The largest university is that of Naples, which last year numbered 2,453 students; the smallest, the free university of Camerino, which has seldom more than 20 students.

There are also the Colleges of Engineers and other special and high schools, altogether 9 in number. In the year 1875—6, these contained 131 professors and 1,269 students. The following year, they had 133 professors, but the students were reduced in number to 1,141. There are two reasons for this general diminution of the number of students in the universities and high schools: (1) the opening of many inferior careers and employments previously unknown in Italy; and (2) the increased difficulty of passing the examinations in secondary schools; for though, as we have already stated, the regulations are now less severe, the professors demand more from the students.

Schools of Fine Arts.—As regards the fine arts, the chief reforms introduced by Bonghi and Coppino are limited to the following:—A committee has been formed for the direction of the excavations of antiquities throughout the kingdom, and the celebrated archaeologist, Senator Fiorelli, former director of the Naples Museum and of the excavations at Pompeii, has been placed at its head. Senator Rosa, formerly director of the Palatine excavations, is now charged with the direction of all excavations in the province of Rome. This latter direction, on account of the great importance of the province, now forms a separate division, but is nevertheless subordinate to the General Directing Committee under Senator Fiorelli. A grant has been made for the construction of an exhibition building in the *Via Nazionale* of Rome, in which all national fine art exhibitions will be held in future. The municipality has given the ground for the erection of this building, and has also formed an Archaeological Commission for the city of Rome, which has already made some very useful excavations and published valuable accounts of them. Finally a change has been made by the abolition of an old custom. Formerly, many of the fine art academies in different parts of Italy were in the habit of holding competition examinations for the purpose of sending the winners of the first prizes to pursue their studies in Rome; but, now that this city is the capital of the kingdom and no longer under a separate government, the so-called Roman prizes have been replaced by national competitive examinations, with prizes for the best productions in painting or sculpture. The competition was opened very recently; and, in a short time, we may hope to witness some of its practical results. Italy has 13 academies of fine arts. It would serve no purpose to give their general statistics, as some are for

the training of artists only, while others include schools of industrial design. For this reason, the Academy of Florence, which, in 1875-6, numbered 89 pupils, had only 64 the following year; while that of Carrara—a much smaller town—had 228 pupils in 1875-6, and 458 the following year. Taken *en masse*, the academies numbered, respectively, 3,661 and 3,960 students in the above mentioned years. The Academy of Milan has the largest number of students—1,467.

There is a diminution in the higher and a large increase in the lower classes. There are also five academies of music, or *conservatorii di musica*, in which the number of pupils increased, during the above mentioned years, from 850 to 890. In 1876-7, Milan had 271 pupils, Naples 241, and Florence 228. These *conservatorii* are not popular schools of music, but give higher musical training for professional singers and teachers of music.

JAPAN. The government of Japan, throughout the year 1877, adhered to its reformatory policy, and, toward the close of the year, succeeded in quelling a fearful rebellion, which threatened to interrupt educational as well as other reforms. A number of Japanese students were continuing their studies in the United States, Germany, and other countries. Fujimaro Tanaka remained at the head of the ministry of public instruction, with Dr. David Murray, formerly of Rutgers College, New Brunswick, N. J., as foreign adviser. The minister of public instruction published, in 1876, an official report on the educational condition of the empire in 1874, which compares favorably with the official publications of other countries, and is a model of clearness and conciseness (*Second Annual Report of the Minister of Education for the seventh year of Meiji* [1874], Tokio, 18 pp.). The report undertakes to prove that the educational law issued a few years ago, had borne good fruit, that great zeal was manifested throughout the empire in promoting education and that the people were beginning to appreciate the value of civilization. The minister praises the example of the United States, Germany, and several other countries where school attendance is obligatory and the schools are free from clerical influence. Though the introduction of compulsory education into Japan must be delayed for the present, in view of the opposition of the people, the minister considers it feasible at some future time. From 1873 to 1874, the number of elementary schools increased from 12,558 to 20,017; * the number of scholars, from 1,145,802 to 1,714,768 (1,297,240 males, 417,528 females); the number of teachers, from 25,532 to 36,866. The state government bears a part of the expense, and exercises superintendence through inspectors, the whole country being for this purpose divided into seven large districts. Besides the elementary schools, in 1874, there were 32 middle schools (11 public and 21 private), with 3,153 pupils (of whom only 28 were females) and 174 teachers; 53 normal schools, with 5,072 pupils (4,998 males, 74 females) and 292 teachers; 91 schools for teaching foreign languages (English more particularly), with

6,638 pupils—of whom 408 were females and 270 teachers; and 2 special schools, with 548 students and 31 professors. The two special schools, both situated in Tokio, are the university *Kai Sei Gakko*, at which lectures, chiefly in the English language, are given on law, chemistry, engineering, etc., and the medical school, with which a hospital is connected, and at which the lectures are exclusively given in the German language. Among the foreign instructors in Japan, there were 45 Englishmen, 22 Germans, 19 Americans, 14 Frenchmen, 1 Russian, 1 Swiss, and 1 Chinese. There was also a female high school in Tokio, in which, besides elementary subjects, the English language, and needlework were taught. The entire school population (between the ages of 6 and 14) was 4,923,272 (2,563,700 males and 2,359,572 females); the number of pupils under 6 and over 14 years was 146,452 (130,037 males and 16,415 females); and the total number of native and foreign teachers 37,736 (37,057 males and 679 females). —In 1877, a school of nobles was opened in Tokio, in the presence of the Mikado and the empress, each of whom presented the institution with 1,500 *yens* (dollars). This institution, which possesses a large amount of property in the interior, was founded several years ago by the *Daimios*, but did not rest on a solid basis until its opening in 1877.

Superior Instruction.—The *Kai Sei Gakko*, or Imperial University of Tokio, was first opened in January, 1857, by the government of the Tokugawa family for the retainers of that family, an exclusiveness which was soon abandoned. The only language at first taught was the Dutch; but, among the earliest fruits of the university, was the publication of an English and Japanese dictionary. The first foreign teacher employed was a Hollander, Mr. Grattama, professor of chemistry (1866). The year 1871 marks another epoch in its history, as the department of education was then entirely reorganized. In June, 1875, eleven students were selected from the *Kai Sei Gakko* to be sent abroad for further study. In September of the same year, one language began to be exclusively employed for the purpose of higher education in the university; and that language was the English. Of 35 professors and assistant instructors, nearly one half are natives, mostly assistants; seven professors are from America, five from

* These figures are not so late as those given in the art. JAPAN, in the *Cycl. of Ed.*, but they illustrate the marvelous rapidity with which the educational law is carried into effect.

Great Britain, four from France, and two from Germany. The library contains 34,778 volumes, of which 11,703 are in English, 6,798 in Japanese, 6,706 in Dutch, 4,214 in Chinese, 3,233 in French, and 2,124 in German. Nine students have been sent to the United States, eight to England, three to France, and one to Germany. All the students of the institution are required to read Japanese books, to practice Japanese composition, and to make translations from English into Japanese. The students are also required to study Japanese law, and special parts of the Chinese laws. The total number of students, including those sent abroad, is 312. Tokio (68), Ishikawa (23), Kôchi (16), Hiroshima (12), Isuruga (12), Nûgata (11), and Mitsuma (11), furnished the greater number. The number that followed technical and scientific courses was 127.

Theological and Missionary Schools.—During the few years which have passed since the introduction of the educational law, Japan has made more rapid progress in education than any non-Christian nation, present or past. Already it exceeds in point of school attendance many Christian countries; and an uninterrupted continuance of the present rate of progress would, in a few years, place Japan in this respect on a level with those countries in which education is most advanced. It remains to be seen what influence the progress of national education will have upon the religions of the country, and whether they will be able to establish non-Christian theological schools which

will be able to counteract the influence exerted by the Protestant and Roman Catholic missionary schools upon the national school system. One of the non-Christian denominations of Japan, the Buddhists, have already made some efforts in this direction, by sending out three young men who are to study Sanskrit in Europe, and subsequently Buddhist theology in India. They have established a new theological journal, are renovating their temples, arranging theological disputations, and preparing to send out missionaries to Corea. These efforts have been greatly accelerated by the educational activity of the Protestant missionary societies, of which, in 1877, there were 12 in operation (7 American and 5 British). These reported 90 missionary stations, 1,004 baptized converts, and a number of schools. Three of them, the American Presbyterian, the Dutch Reformed, and the United Presbyterian of Scotland, united in 1877, to establish in Tokio a theological seminary. The *Japan Gazette* of Nov. 2, 1877, refers to this event as follows: "The college is to have a permanent staff of 3 professors, one nominated by each of the missions, who will devote themselves to the work. In addition, qualified lecturers will, from time to time, be obtained when this is practicable. A competent Chinese teacher will also be attached to the institution. There are already 30 students in attendance. Part of the instruction is given in English; but it is intended that this shall cease as soon as possible, and that all the instruction shall be given in the Japanese language."

KANSAS. At the recent session of the legislature of this state, an important change in the school law was made, which directs county superintendents to hold annually in each county a normal institute for a term of at least four weeks. An appropriation of \$100 is made to pay the expenses, \$50 being contributed by the state as soon as a like sum is made up from fees charged to those who attend the institute, and to applicants for teachers' certificates. The effect of this favorable action, however, was largely neutralized by a refusal on the part of the legislature to make appropriations for the normal schools already established. The most important particulars in which the present law might be improved are, according to the state superintendent, the method of supplying text-books, of meeting contingent expenses, exercising county supervision, and examining teachers.

The present state superintendent is Allen B. Lemmon, who was elected in 1876, for two years, and entered upon his duties in January, 1877.

The number of school districts in the state, is 4,658; the number of school-houses, 3,881. The chief items of school statistics for 1876 are as follows:

Number of children of school age (5—21)	212,977
" enrolled in public schools	147,224
Average daily attendance	89,896
Number of teachers, males	2,402
" " females	3,174
Total number of teachers	5,576
Average monthly salary of teachers, male	\$33.66
" " " female	\$27.03
Average length of school term	20.7 weeks.
The receipts for school purposes were as follows:	
From district taxes	\$716,833.75
" state bonds	86,717.24
" county school fund	21,305.10
" state	224,772.77
" all other sources	328,654.22
Total	\$1,378,283.08

The expenditures for school purposes were as follows:

For teachers' wages	\$743,578.08
" rents, fuel, etc.	206,519.84
" sites, buildings, and furniture	186,970.33
" all other purposes	28,570.55
Total expenditure	\$1,165,638.80
Total valuation of school property	\$4,600,259.00

Normal Instruction.—The refusal of the legislature, in 1876, to make appropriations for

the three normal schools then existing has discontinued this branch of instruction as a part of the state system of education. Its immediate effect was to close the normal schools at Leavenworth and Concordia. The third school, at Emporia, has continued in operation, but not at the expense of the state. The normal department organized in the state university, in the spring of 1876, has afforded means of instruction to some who were suddenly left without such means by the closing of the schools above mentioned. Beginning with 35 students, it numbered, in the autumn of the same year, 98. County normal institutes have also been organized, and were held in nearly every county of the state during the year 1877; and the large attendance of teachers secured by them, and the zeal with which their exercises were generally conducted, show that the interest which attended the normal schools is still alive, having been transferred to the normal institutes. Notwithstanding this, however, the opinion is general among the teachers of the state, that the only method for insuring the proper training of the teacher for his work is to be found in the daily exercises of the permanent normal school, and not in the intermittent action of the county institute. This opinion was embodied in a resolution adopted by the state teachers' association, at its meeting in December, 1876.

Secondary Instruction.—Steps have recently been taken by the regents of the state university, by which the high schools may be lifted to their true position in the state system. By accepting the plan and course of study recommended by the regents, any high school may become at once a recognized preparatory school for the university, and its graduates will be received into the freshman classes of the latter without re-examination. The acceptance of this plan would relieve the university of the labor and expense of its preparatory department, and would have the effect of stimulating the pupils of the high schools to increased effort. In addition to these public high schools, no separate report of which, however, is made, there are 161 private schools, employing 62 male and 140 female teachers, and having an enrollment of 4,636 pupils.

Superior, Scientific, and Professional Instruction.—The eight institutions of the state for superior instruction, according to the latest returns, had a total of 52 instructors, and 1,012 students, of whom 170 were of the collegiate grade. In their libraries were 22,000 volumes. Several of these institutions admit both sexes, and have each a scientific and a classical course. Baker University, at Baldwin City, organized in 1858, is under Methodist Episcopal control. It admits both sexes, and has a preparatory and a collegiate department. Ottawa University, at Ottawa, under Baptist control, was organized in 1862. Only the preparatory department is in operation. St. Mary's College, at St. Mary's, under Roman Catholic control, was established in 1869. Washburn College, at Topeka, was founded in 1865. It is under Congregational

control, and has a collegiate, a preparatory, and a commercial course. The State Agricultural College, in 1875—6, had 16 instructors, 303 students, and a library of 2,800 volumes. The Kansas Theological School (Congregational), at Topeka, founded in 1873, had 2 professors, 2 students, and a library of 3,578 volumes.

Special Instruction.—The Kansas Institution for the Instruction of the Blind, at Wyandotte, gave instruction, in 1876, to 54 pupils, some of whom were also employed in manual labor and in the manufacture of useful articles for sale. Broom and brush making is the principal industrial occupation of the boys, and the making of straw hats, the chief employment of this kind for the girls.—The Asylum for the Deaf and Dumb, at Olathe, gives as yet only elementary instruction. The number of pupils, at the time of the last report, was 115, — 59 males and 56 females.

KENTUCKY. The principal changes recommended in the school law of this state by the state superintendent relate to the length of the school year, the collection of district taxes, the settlement of accounts, the number of district trustees, and the adoption of text-books. On the last point, he recommends that pupils of the same grade be restricted to one book on any given subject. As to the development of the Kentucky school system, the superintendent speaks with special emphasis, declaring that the only way in which it can be made equal to that of the most advanced state is to "cease to rely solely upon an insufficient and variable state bonus," and, by means of district taxation, to raise the necessary funds so as to lengthen the term, and improve the character of the district school. The aid furnished by the state is to be considered "a mere nucleus for the rallying of private enterprise, and the encouragement of local effort."

The present *state superintendent* is Howard A. M. Henderson, who was elected to the office for four years in 1871, and re-elected for the same period in 1875.

[Dr. Henderson was born August 15., 1836, at Paris, Ky. He graduated at the Ohio Wesleyan University, and afterward entered the School of Commerce and Law, at Cincinnati. He chose the ministry as his vocation, joining at first the Kentucky Conference, but soon after was transferred to that of Alabama. He served as chaplain in the Confederate army, rose to the rank of colonel, and was appointed commissioner for the exchange of prisoners. After the war, he was editor of the Demopolis (Ala.) *New Era*. He is the author of the *Manual of School Architecture*, the *Kentucky School Lawyer*, and several volumes of sermons, lectures, school reports, and literary addresses. He has recently been elected to the office of vice-president of the National Educational Association. The Kentucky Military Institute, where he was formerly professor, conferred upon him the degree of LL. D.]

The number of white-school districts in the state is 5,836; of colored, 620. Schools were taught, during the year 1877, in all but 36 of the former and 88 of the latter. There are, therefore, more than 6,000 common schools in operation, among them graded schools in fifteen cities and towns.

From reports received from 4,990 districts and estimates for the remainder, the following principal items of *school statistics* are given in the report for 1877:

Number of children of school age, white.	470,323
" " " " " colored	59,839
" enrolled in public schools, whites	208,000
" " " " " colored	19,107
Average attendance, whites.....	125,000
" " colored.....	13,393
Number of teachers, white, male.....	4,000
" " " female.....	2,000
" " colored, male.....	331
" " " female.....	199

The *school receipts* for 1877 were as follows:

For white schools:	
From state tax.....	\$823,614.84
" money raised in country districts.....	243,000.00
From money raised in cities.....	200,000.00
Total.....	\$1,266,614.84
For colored schools:	
From state tax.....	\$16,538.01
" district tax.....	21,309.00
" all other sources.....	14,000.00
Total.....	\$51,847.01

Total *school expenditures* for white and colored schools.....\$1,318,461.85
Value of school-houses (excluding cities) \$933,000.00

In addition to the above, there are several private schools of a primary grade, giving instruction in about the same branches as are taught in the common schools, and for which they receive a part of the state funds.

Normal Instruction.—The necessity of normal schools has not yet made itself felt among the people generally; and normal instruction is, therefore, left as yet entirely to private enterprise. A school of this character exists at Carlisle, and its graduates find easy admission as teachers into the public schools of the state. At Berea, there is a normal department for colored teachers, and similar departments also exist in some of the colleges, while training classes are organized in some of the high schools. The chief dependence, however, of the school system for the training of teachers is on the *teachers' institutes*, which exist in every county, and are very generally attended. A state teachers' association and a state colored teachers' association have also been organized, and five district associations of a similar character exist.

Secondary Instruction.—In all the cities and towns of the state except one, there are graded schools, in the higher departments of most of which advanced instruction is given with the view to prepare for admission to colleges and universities. There are also 700 private schools, with an attendance of 35,000 pupils. Many of these schools act as preparatory schools for higher institutions.

Superior, Professional, and Scientific Instruction.—Kentucky University, exclusive of the medical school, in 1876—7, had 23 instructors, 326 students, (19 law, 67 commercial, 51 college of the Bible, 110 agricultural, 79 college of arts), and 10,000 volumes in its libraries. Four-

teen other institutions for superior instruction, according to the latest returns, had 99 instructors, and 1,728 students of whom 592 were of the collegiate grade. There were also 34,000 volumes in their libraries. Some of them admit both sexes, and have a scientific as well as a classical course. Murray Institute, at Murray, for both sexes, was chartered in 1875, and is non-sectarian. It has a primary, a preparatory, and a collegiate department. St. Joseph's College, at Bardstown, organized in 1819, is exclusively for Roman Catholic youth. It has a classical and a commercial course. Warren College, at Bowling Green, organized in 1872, is under the control of the Methodist Episcopal Church, South. It has a preparatory and a collegiate department. Eighteen colleges for women, in 1876, reported 124 teachers, and 1,769 pupils, of whom 867 were of the collegiate grade. Three schools and departments of theology (exclusive of that of Kentucky University) had, according to the latest returns, 12 professors, 63 students, and 10,000 volumes in their libraries; and four of medicine had 46 professors, 735 students, and 4,000 volumes in their libraries. The law department of Central University had 3 professors and 5 students; the Louisville College of Pharmacy, 3 professors and 28 students.

Special Instruction.—The institution for the Blind, at Louisville, is open to any child between the ages of 6 and 16 whose sight is so defective that it cannot be taught in ordinary schools. The course of instruction embraces everything taught in the common schools, with special tuition in music, and training in several branches of handicraft. The principal branches of the latter are, for the boys, the making of brooms, caning of chairs, upholstering, and making of mattresses; for the girls, sewing by hand and machine, knitting, and various kinds of fancy work. In 1876, the number of pupils was 95. — The Institution for the Deaf and Dumb, at Danville, is one of the oldest of the kind in the country, having been in operation 54 years. Every deaf-mute in the state, who is sound in mind and body, is entitled to receive instruction there, free of charge for board or tuition. The course occupies seven years, and comprises all the studies which can be taught to pupils so afflicted. A small paper called the *Deaf-Mute*, is edited and printed by the pupils. This institution has always enjoyed a high reputation for the skillful manner in which the peculiar instruction necessary to deaf-mutes is imparted. In 1876, the attendance was 111, — males, 55; females, 56.

The Institution for the Education and Training of Feeble-Minded Children, at Frankfort, is a school in which children of this class, between the ages of 6 and 18, may receive a ten years' schooling in such branches as are suited to their mental condition.

KINDERGARTEN. The rapid increase in the number of schools of this class recently established in the United States is the best witness of the widespread want which existed of some intelligent system of early elementary

instruction. Little, therefore, need be said in their justification beyond recording the facts and figures which testify to this increase, and exhibit their present condition. The first school of this character in the United States was a private institution opened in New York in 1860. In 1869, a few more were established—two in New York and vicinity, one in Boston, and one in Philadelphia. By this time, the movement had acquired considerable impetus; and, in the next few years, a large number sprung up. Their first incorporation into the public school system would naturally be looked for in cities, where the concentration of educational forces, by producing closer attention to school work, prepares the way for the reception of new ideas and methods. In 1874, a kindergarten was established in St. Louis as a part of the city system; and the result was so satisfactory that, in four years, the number of kindergartens in that city alone had risen to 30, and the prospect at the present time is that of a still further increase. The total enrollment of pupils in these schools, in 1876—7, was upward of 2,400, with an average attendance of about 1,200. These schools are under the special supervision of two assistants to the superintendent of schools, and are under the instruction of teachers specially trained for the purpose. Other cities have adopted the kindergarten, though less extensively, as an essential part of their school systems; and many excellent private schools of this character have been opened by pupils personally instructed by Froebel's coadjutors, or by his pupils. The number and location of the public and private kindergartens in the United States, in 1876, is shown in the subjoined table:

California.....	2	Michigan.....	4
Colorado.....	1	Minnesota.....	3
Connecticut.....	3	Missouri.....	31
District of Columbia....	7	New Hampshire.....	2
Illinois.....	8	New Jersey.....	17
Indiana.....	1	New York.....	22
Iowa.....	1	Ohio.....	6
Kentucky.....	4	Pennsylvania.....	13
Maine.....	2	South Carolina.....	1
Maryland.....	3	Wisconsin.....	6
Massachusetts.....	11		
Total.....	148		

These schools are managed by 137 conductors and 240 assistants, and give instruction to 4,090 pupils, ranging in age from 2½ years to 14. Eighteen other schools were in operation in different parts of the country, but made no report of their attendance or teaching force. In addition to the number here given, are many schools too recently established to have made any report. The rapidity with which the kindergarten has been adopted, and the success which uniformly attends it, have developed, however, one of its most formidable enemies. This is a spurious school of the same name, in which the method of instruction employed in the genuine kindergarten is closely imitated by persons who have not passed through the usual course of training. This training is so necessary, and is so far removed in its nature from the ordinary methods of normal schools, that nothing but close observation, active sympathy, and an intuitional

perception of the child's intellectual condition will enable even an intelligent teacher to dispense with it. At no period in the child's life is the need of a system carefully adapted to its wants so urgent, and at none are the consequences of error so mischievous, as during the years when it is taking its first steps in the path of knowledge. Any attempt, therefore, by an uninstructed person, to apply the admirable methods of the kindergarten, is almost certain to lead to the adoption of a merely mechanical way of employing them, which sacrifices their spirit while insidiously preserving their form. The results of such instruction not being commensurate with the pains bestowed, and being in many cases positively detrimental to the mental growth of the child, brings the system into disfavor, and acts to the prejudice of the genuine kindergarten in the minds of those who are unable to distinguish the true from the spurious. Even in the short period which has elapsed since the introduction of the kindergarten into this country, the need of guarding it against the evil consequences of these imitations has become so pressing that societies have been formed with this as their only object. (See FROEBEL SOCIETIES.) One of the immediate and most hopeful results which may be looked for from the incorporation of the kindergarten into the public school system is the gradual adoption of its methods in more advanced instruction, thus making the pupils' progress uniform and easy. That this result will follow is obvious from the constitution of the human mind, the generalizing faculty leading it always to extend into new fields the modes to which it has become accustomed.

While, however, the progress of pupils in the higher schools must, under proper conditions, be greatly facilitated by their previous experience in the kindergarten, this experience will only create dissatisfaction and discouragement if such pupils are subjected to methods less natural than those in which they have been trained; since such methods must produce a sudden checking of their mental activity. This will necessitate the abandonment of mechanical modes of instruction and the steady use of such as accord with the law of mental development. The introduction of the kindergarten into the public school system, is thus seen to be a reform far more radical in its nature than it would at first sight appear; since, in fact, it must inevitably lead to a gradual but certain reform in the methods of instruction largely in use. That this result is to be desired, may be inferred from the complaints now so frequently heard, not only of the unpractical character of the knowledge imparted in many of the elementary schools, but of the length of time employed in its acquisition, and the imperfect way in which it is mastered. Another result of the general adoption of the kindergarten must be an increase in the number of female teachers, the peculiar constitution of the feminine mind bringing woman into more active sympathy with children, and indicating her as their natural teacher.

LAW SCHOOLS. The number of schools of law, in the United States, according to the report of the Commissioner of Education for 1876, is 42, employing 218 instructors, and giving instruction to 2,664 students. This indicates a slight falling off as compared with the returns made to the Bureau the preceding year. The following table shows the location etc. of these institutions:

STATES.	No. of Schools.	No. of Instruct- ors.	No. of Students.
Alabama.....	2	6	15
Connecticut.....	1	12	65
Georgia.....	2	7	11
Illinois.....	4	45	202
Indiana.....	1	2	40
Iowa.....	2	14	111
Kentucky.....	2	8	27
Louisiana.....	1	4	23
Maryland.....	1	3	39
Massachusetts.....	2	20	327
Michigan.....	1	5	309
Missouri.....	2	14	98
New York.....	4	17	711
North Carolina.....	2	2	18
Ohio.....	2	6	82
Pennsylvania.....	2	10	90
South Carolina.....	1	1	12
Tennessee.....	3	9	68
Virginia.....	2	10	109
Wisconsin.....	1	7	18
District of Columbia.....	4	16	289
Total.....	42	218	2,664

At the various commencements of 1876, the total number of graduates was 742. The receipts for tuition fees amounted to \$78,301; the total income from productive funds was \$16,468, the whole amount of such funds being \$81,614. The value of the grounds and buildings belonging to these institutions was \$40,000. The aggregate number of volumes in their libraries was 55,186.

In *England*, in the early part of the year, a bill for the education and training of candidates for the bar was brought into the House of Lords by the Lord Chancellor. It provides for the establishment of a council of the four inns of court, to consist of thirty members, six of whom are to be appointed by the queen, and six elected by each of the inns. This council is to have cognizance of, and jurisdiction in, the legal education and examination of students of any of the four inns of court, who desire to be called to the bar; the censuring, suspending from practice, and disbarring of barristers; and in all matters which may be referred to them by the bench of any of the inns of court for advice or decision. The council is to cause examinations to be held of all members of the inns desiring to be called to the bar, and is to appoint the examiners. The inns are to contribute, for the purposes of the council, the following sums annually: Lincoln's Inn, £1,300; the Inner Temple, £1,500; the Middle Temple, £1,200; and Gray's Inn, £600; with £17s additional for each person admitted as a

student of any of the inns. The funds are applied to the payment of the officers appointed by the council; to the remuneration of professors and the payment of other expenses connected with legal education, including prizes, exhibitions and scholarships. No person can be called to the bar without a certificate from the council. The Michaelmas examination was held since to the following rules: "No student admitted after December 31., 1872, shall receive from the council the certificate of fitness for call to the bar, as required by the four inns of court, unless he shall have passed a satisfactory examination in the subjects of the Roman civil law, the real and personal property, the common law equity. No student admitted after December 31., 1872, shall be examined for call to the bar until he shall have kept nine terms, except students admitted after that day shall have the option of passing the examination in the Roman civil law at any time after having kept four terms."

France had, in 1877, twelve state law schools or law faculties, — at Paris, Aix, Bordeaux, Caen, Dijon, Douai, Grenoble, Lyons, Montpellier, Poitiers, Rennes, and Toulouse. The Free Universities (see art. FRANCE) seemed to attach special importance to the law faculty of the five universities which had been founded at the beginning of 1877, four, — Paris, Lille, and Lyons — had each a law faculty. The students of the state law faculties must have their names enrolled by the clerk of the faculty on Oct. 20th to Nov. 6th; and must, on this occasion, present a certificate of the date of their birth, the consent of their parents or guardians, if they are minors, a certificate of their good character, and a diploma of *bachelier ès lettres*. Every student who does not reside in the city where the law school is situated must give the name of a resident citizen who is willing to assume responsibility for him. The course of instruction begins in the first fortnight of November, and ends in the second fortnight of August. Examinations take place throughout the scholastic year. The students who wish to obtain the degrees which are conferred by the law faculties must inscribe, during the first fortnight of every semester, their name, age, and birth-place in a register kept at the office of the clerk of the faculty. They are not admitted to a new inscription until they have proved (1) their regular attendance at the law school during the previous trimester, and (2) their regular attendance in one course of instruction of a faculty of theology and another of either a faculty of theology or science. — The duration of a course of instruction is one year for admission to an examination for the *capacité en droit*; two years, for the *laureate*; three years, for the *licentiate*; and four years, for the *doctorate*. The total cost of study, inscription, examination, and

amount to 245 francs for a certificate of *capacité en droit*; 620 francs for the baccalaureate; 600 for the licentiate; and 560 for the doctorate. The students who only desire to obtain a certificate of *capacité en droit* are not required to have a diploma of *bachelier ès lettres*; but for them the certificate of a so-called *examen de grammaire*, which is passed at the end of the fourth class of a lyceum, is sufficient.—The largest of the law faculties is that of Paris, which, in 1877, had 23 professors and 10 *professeurs agrégés*. Of the professors, 4 teach Roman law; 6, civil law; 1, criminal legislation and criminal procedure; 2, civil procedure; 1, criminal law and penal legislation compared; 2, commercial law; 2, administrative law; 1, international law; 1, history of the Roman law and of the French law; 1, political economy; 1, industrial legislation; and 1, common law. The other faculties are much smaller; thus, the faculty of Aix has only 9 professors and 2 *professeurs agrégés*. For the organization of the law schools of Catholic universities, see FRANCE.

Germany has no other law schools than the law faculties of the universities*, which are ruled by the same laws as the other faculties. The course of instruction is generally for three years. The completion of a law course at a university entitles a student to present himself to the state authorities as a candidate for the *Staatsexamen*, the passing of which alone qualifies him to act as a legal practitioner. The law faculty of the university of Berlin, in 1877, had 9 ordinary professors, 1 honorary professor, 3 extraordinary professors and 3 *privatdozenten* (lecturers). The university at Leipzig, which stands, with Berlin, at the head of the German universities, had 11 ordinary, 1 honorary, and 2 extraordinary professors, besides 3 *privatdozenten*, in its law faculty. Most of the other universities have smaller faculties.

All the other countries of the continent of Europe, have, like Germany, law faculties in connection with each of their universities; and most of them have, like Germany, no other special law schools. Of special law schools, independent of the universities, there are in Austria proper the Oriental Academy at Vienna, which educates candidates for the diplomatic and consular service in the East; in Hungary, the law academies of Presburg, Kaschau, Grosswardein, Raab, Erlau, Fünfkirchen, Kecskemet, Eperies, and Hermannstadt, and law faculties in connection with the evangelical colleges of Saros-Patak, Debreczin, Marmaros-Szigeth and Papa. In Italy and Spain, the notary schools are united with the universities; but in Italy they are partly independent. In Russia, there is a law faculty connected with the lyceum of Yaroslav, and the law school of St. Petersburg; in San Marino, the law section of the High School; in Turkey, the law school of Constantinople; and

* See art. GERMANY, in this volume and in the *Cyc. of Ed.*

for the ulemas the *medrisses* connected with the mosques.

LIBRARIES. The following statistical information in regard to public libraries in the United States is obtained from a *Special Report on Public Libraries in the United States*, issued, in October, 1876, by the U. S. Bureau of Education, and from the annual report of the Bureau for the same year, recently issued:

Whole number of libraries reporting.....	3,723
Total number of volumes.....	12,376,473
Yearly additions (1,556 libraries).....	441,722
Yearly use of books (784 libraries).....	9,065,178
Amount of permanent fund (1732 libraries).....	\$6,523,747
Yearly income (879 libraries).....	\$1,329,703
Yearly expenditure for books (814 libraries).....	\$572,477
Yearly expenditure for salaries, etc., (679 libraries).....	\$691,324

For additional information, see the documents above referred to. Of the *Special Report*, the superintendent of the Boston Public Library said: "It is the most varied and extensive gathering of knowledge and experience in library economy ever made."

In France, the *status* of the school library was defined by Art. 56 of the law of March 15th, 1850, which places libraries of useful books among the institutions which the minister of public instruction should encourage by means of an annual contribution. The organization of school libraries was not fully regulated until 1862 (*Decree of June 1st, 1862*), since which time they have made rapid progress, though there exists no legal obligation for their establishment in the communes. The school libraries of France contain two kinds of books,—class books and reading books. These are loaned to the pupils for a small subscription fee, the amount of which is fixed by the departmental council, upon the proposals made by the municipal councils. The income derived from this subscription is placed in the hands of the teacher who has charge of the library. The books intended for use by the pupils are placed in an *armoire-bibliothèque* (*Decree of June 1st, 1862*), the model of which has been furnished by the public administration, and which must be followed by every commune that applies to the state government for aid in the support of its school-house. This plan has been sent to every prefect in France, so that all parties concerned may acquaint themselves with it. The pupils are responsible for any damage which the books may suffer while in their hands. The teacher draws up a list of the books which may be loaned to the pupils; but this list, approved or modified by the primary inspector and the inspector of the academy, must be submitted to the rector of the academy. No book, which has been formally forbidden, can be placed on the list for the public or private schools. (*Decree of July 2d, and Oct. 14th, 1875.*)—Besides the books loaned to pupils, the school libraries contain also scientific and historical works, which the teacher may loan to families, and by the reading of which, it was the design of the legislature that adults should preserve and enlarge the knowledge acquired at the public

schools. A grant of these works is made to the school by the minister of public instruction, or by the prefect; from the moneys placed at his disposal by the general council; but many volumes are donated by private persons. The teacher is charged with the purchasing of the books; but he must submit the list of the works selected by him to the inspector of the academy. The teacher prepares the catalogue, a list of the books received and loaned, and an account of receipts and expenditures, and takes an inventory, on the last day of every year. An account of the condition of the library is annually submitted to the inspector of the academy. When a teacher is appointed, he receives a statement of the condition of the library and library moneys, signed by his predecessor, which the new teacher also signs, assuming from that moment the responsibility of its care. Every inspector of an academy is required, at the end of the year, to transmit a report of the condition of the school libraries in his district to the minister of public instruction. — The progress of school libraries in France has been very rapid; and the sums of money expended for this purpose by municipal and general councils, and by the minister of public instruction, are very considerable. The latter has appointed a special committee for the purpose of advising him in regard to all matters relating to school libraries. In large towns, the school libraries have been expanded into libraries for the people, with reading-rooms. The Franklin Society is one of the authorized associations which have for their object the promotion of the establishment of municipal libraries. Those libraries which submit to the inspection of the state may receive, upon the recommendation of the prefects, grants from the minister of public instruction (*Decree of Jan. 6th, 1874*). Finally, pedagogical libraries may be created for the benefit of teachers (*Circular of Jan. 4th, 1876*).

LOUISIANA. The marked change made in the political condition of this state in 1877 led to a remodeling of the school law, many essential features of which, however, remain unchanged. By an act approved March 26., 1877, and amended April 19., of the same year, the educational interests of the state are committed to a *state board of education* consisting of the governor, lieutenant-governor, secretary of state, attorney-general, state superintendent of public education, and two citizens of the United States, residents for two years in the state, and appointed by the governor for four years. Of this board, the governor and the state superintendent are respectively president and secretary. In addition to the general supervisory powers exercised by the board, is the designation of textbooks to be used in the schools, the board being directed, in the language of the law, to "select, choose, and recommend a series of text-books and apparatus," such series to remain unchanged for four years. The duties of the *state superintendent* are similar to those performed by such officers in other states. Local school boards,

called *parish boards of directors*, consisting of not less than five nor more than nine citizens, and holding office for four years, are appointed by the state board in every parish except that of New Orleans. These boards are required to divide the parish into school-districts, to provide school-houses, furniture, etc., to prescribe rules for the government of the schools, to examine, personally or by proxy, all candidates for the position of teacher, to appoint teachers and fix their salaries, to apportion the school fund, and to make a full and accurate report once a year to the state superintendent. The parish treasurer, except in the parish of New Orleans, is *ex officio* treasurer of the school funds, unless he fail to qualify, in which case his place as a school officer is filled by appointment of the state board. His duty is to pay out the school funds on warrants drawn by the president and countersigned by the secretary of the parish board, and to furnish to that board, whenever required, an account his receipts and disbursements, and annually to the state superintendent a similar account. The *school revenue* consists of an annual state tax of two mills upon every dollar of taxable property, 90 per cent of the poll tax, a parish tax of not less than two mills nor more than five mills on every dollar of taxable property in the parish, the interest of the United States deposit fund, of the proceeds of all lands donated by the United States, and of all bequests, donations, etc., by individuals, together with fines, licenses, etc., and the interest of \$40,000 annually paid by the Louisiana State Lottery Company. The school age is from 6 to 21 years; the school year, 24 weeks. The system comprises elementary, academic, and normal schools, an agricultural college, and a university. Equal facilities are to be furnished to white and colored children, but the instruction given is generally in separate schools.

The present *state superintendent* is Robert M. Lusher whose term of office expires in 1880.

[Mr. Lusher was born in Charleston, S. C., and received his early education in that city, after which, in 1837, he removed to Washington, where he resided for some years; and completed his scholastic education in the College of the Jesuit Fathers at Georgetown, D. C. In 1842, he returned to Louisiana, and engaged himself as an assistant teacher in a collegiate academy in the parish of St. Charles (25 miles above New Orleans), at the same time studying law. In 1846, he removed to New Orleans, and devoted himself to journalism, as well as to the study of law. From 1854 to 1862, he was a director of the public schools of the First District, acting for five years as chairman of the committee on the Boys' High School, and for six years as chairman of the committee on teachers. He was also the chairman of the executive committee on the normal school, which was opened in 1857, and in 1860 recognized as the state normal school. During the existence of the Confederacy, he was domiciled chiefly in Columbia, S. C., and Shreveport, La., where he executed several important trusts.

In the autumn of 1865, in partnership with Mr. W. O. Rogers (now city superintendent of schools in New Orleans), he opened a commercial and classical academy in New Orleans; but in the same year was elected state superintendent of schools; and, in 1868, was appointed agent of the Peabody Education Fund for Louisiana, by Dr. Sears, the general

agent; and in that capacity he has, up to the present time, performed much valuable and zealous service in behalf of free education. In November, 1876, he was again elected state superintendent of schools, succeeding William G. Brown the following year.]

The establishment of the present school system is so recent that its operation is as yet very imperfect. The following items of *school statistics* are in part taken from the report of 1875-6, and from that of Dec. 31., 1877:

Number of children of school age (1875-6)	266,033
" enrolled in public schools (1875-6)	74,307
Total number of schools	1,044
Average daily attendance	54,390
Number of teachers, males (1875-6)	828
" " females (1875-6)	787
Average monthly salary (1875-6)	\$31
Total value of school property (1875-6)	\$803,062

The *school revenue* for the same period was, in 1876, as follows:

From state tax	\$259,736
" local tax	313,558
" other sources	202,715
Total	\$776,009

The *school expenditures* were as follows:

For salaries of teachers, etc.	\$539,017
For " " superintendents	24,000
For sites, buildings, and furniture	7,335
For miscellaneous purposes	205,657
Total	\$776,009

The above statement gives but an imperfect idea of the condition of the schools of the state, most of the items relating to the number of children in the schools being much lower than they should be; those under the head of school revenue being affected in the same way, owing to the long political convulsions through which the state has passed; and one of the items of school expenditure being swelled by the payment of old debts. The state superintendent, in his report of Dec., 1877, states that "but few of the boards of rural directors have complied fully with the law on reports;" hence, the statistics for the past year are very deficient.

Normal Instruction.—The law provides for the establishment, "when deemed advisable," of "two or more normal schools or departments;" and, on the 30th of April, 1877, the state board was directed to take possession in New Orleans, of a site previously purchased for a normal school. Another act of the legislature, in force since March 1871, places the Franklin College at Opelousas under the control of the state board for the same purpose. A normal department exists in the New Orleans University and another in Straight University. The Peabody Normal Seminary at New Orleans, which has recently been established for the training of colored teachers, is sustained by the Peabody Fund and local contributions, and in 1877 had an attendance of 40 students. There is also a normal department in the Minden High School. No provision is made by the last school law for the organization of teachers' institutes.

Secondary Instruction.—Preparatory de-

partments existed in 6 of the colleges of the state, in 1876, giving employment to 9 special instructors and having an attendance of 387 pupils. Besides these there were 2 business colleges, with 12 instructors and 279 pupils; 3 public high schools in New Orleans, with nearly 500 pupils, and other schools of the same grade in the larger towns and cities; and many private secondary schools from which statistics are difficult to be obtained.

Superior, Scientific, and Professional Instruction.—Seven institutions for superior instruction, according to the latest returns, had a total of 54 instructors, and 668 students, of whom 55 were of the collegiate grade; also 29,900 volumes in their libraries. Leland University, New Orleans, and Straight University admit both sexes. There are also two colleges for women, which reported, in 1876, 8 instructors and 96 students, of whom 29 were of the collegiate grade. The State Agricultural and Mechanical College, in 1875-6, had 6 instructors and 176 students. It was then in New Orleans, but has since been united with the University of Louisiana, at Baton Rouge. The law department of the University of Louisiana, at New Orleans, has 4 instructors and 23 students. In New Orleans, there are two medical schools (the Charity Hospital Medical College and the medical department of the University of Louisiana), which, in 1876, had 24 professors and 120 students; also 3,000 volumes in their libraries. The New Orleans Dental College had 10 professors and 5 students.

Special Instruction.—The Institution for the Education of the Deaf and Dumb, at Baton Rouge had, in 1876, an attendance of 40—24 males and 16 females. Instruction is given in the ordinary elementary branches, and in a few which are usually placed in a more advanced course. Language by signs is the only medium of instruction, the attempt to teach articulation or lip-reading having proved fruitless. The institution for the blind, also at Baton Rouge, had during the same year only 17 pupils. The usual instruction in primary and industrial branches is given, the complete course embracing 7 years.

NEW ORLEANS.—The school system of this city, though under the supervision of the state board of education, is controlled by rules especially established for the purpose. There are 4 academic departments—formerly called high schools; 46 grammar schools—14 for boys, 16 for girls, and 16 for both sexes; 17 primary schools; and 4 schools of mixed grade—in all, 71 schools. There are 24 schools for colored children in successful operation, employing 109 teachers, and including one academic department. A fair proportion of the teachers in these schools are colored; and some of the largest, best furnished, and most expensive school-houses in the city are devoted to the education of the colored people.

The present city superintendent is William O. Rogers.

students. The enterprise of the members of the Church has provided an ample supply of newspapers and Sunday-schools for all of its nationalities. Kurtz's *Lutheran Almanac* for 1878 gives lists of 24 English, 31 German, 9 Norwegian, 7 Swedish, and 3 Danish periodicals, published for Lutherans. Of these publications 6 are, however, almanacs. The Education Society of the General Synod received, during the two years from June 1875 to June 1877, \$1,047.25, and expended, during the same period, for educational purposes, \$990.35. The society is dependent for support on money coming from legacies alone. The General Synod

has in connection with its mission in India a High School at Guntoor, with Vernacular (*Telugu*) and Anglo-Vernacular departments, in which English and *Telugu* classes are taught in literature, grammar, analysis, and composition; English and Indian history; geography, particularly that of India; arithmetic, algebra, geometry; physical geography and physics; Biblical literature, history, and doctrine; the evidences of Christianity, Church history, and a comparison of the Hindu and Christian ideas of the Deity. According to the report for 1877, there were 9 pupils enrolled in the *Telugu* department, and 140 pupils in the Anglo-Vernacular department.

MAINE. The general condition of the schools of this state may be partially inferred from the recommendations made by the state superintendent for their improvement. Perhaps the greatest need at the present time is that which is so severely felt in other states,—that of competent teachers. An effort has been made to meet this want by the establishment of two normal schools, but their capacity is by no means sufficient to supply the number of teachers required. To aid in securing more thoroughly qualified teachers, therefore, the state superintendent proposes that county boards of examiners be appointed by the governor and council of the state, with power to examine and grant certificates to teachers, such certificates to be indispensable to all applicants. As a further measure of relief, he recommends the holding of normal institutes at convenient places, for not less than four weeks each. Another measure of improvement suggested is a more efficient method of supervising the free high schools of the state. As they are at present constituted, the state superintendent acts merely as a recorder of the annual work done in them, but exercises no authority in prescribing the amount or character of that work. The whole power of supervision and control being lodged with the local committee, there ensues a want of uniformity in the general result. The distribution of the school moneys also receives attention from the state superintendent, and, after careful consideration, he recommends, as an improvement on the present method, an apportionment on the basis of the aggregate number of days of attendance, as likely to be beneficial in securing a fuller and more regular attendance of the children of school age.

The state superintendent is William J. Corbath, who was elected to the office in 1876, his term expiring in 1879.

The number of school districts in Maine is 4,039; parts of districts, 354; school houses, 4,222, of which 86 were built during the year.

The principal items of school statistics for 1877 are the following:

Number of children of school age (4 to 21)	217,417
“ registered in summer schools...	125,455
Average attendance	100,982
Number registered in winter schools....	132,865
Average attendance.....	107,653
Number of different pupils during the year	155,428
Number of teachers in summer, males...	228
“ “ “ in winter “	2,253
“ “ “ in summer, females..	4,543
“ “ “ in winter, “	2,361
Average monthly salary, males.....	\$32.76
“ “ “ females.....	\$16.56
Total valuation of school property.....	\$3,022,722.00

The school receipts for the same period were:

Amount raised by taxation..	\$863,164.00
Income of permanent fund..	25,428.00
Bank tax apportioned.....	140,543.00
From local funds	24,358.00
Other sources	7,402.00
Total.....	\$1,060,895.00

The school expenditures were..... \$951,877.00

Normal Instruction.—The two normal schools of the state, at Farmington and Castine, had an attendance, in 1876, of 194 students (52 male and 142 female) and 300 students (120 male and 180 female) respectively. The former had 31 graduates during the same period; the latter, 22. The regular appropriation for these schools, which has usually been \$13,000, will hereafter be \$15,000. Normal departments also exist in the Maine Central Institute, at Pittsfield, and in the Oak Grove Seminary and Commercial College, at Vassalboro'. Each of these institutions receives a small appropriation from the state annually. The former, in 1876, had 17 students in the normal department; the latter, 90.

Secondary Instruction.—The free high schools of the state have nearly all been established since 1873. By the provisions of the present law, these schools may be established wherever required — not exceeding two in any town; and the expenses of instruction are borne equally by the state and the town, provided the state aid thus received does not exceed \$500, and the amount expended by the town is exclusive of the amount expended for common school purposes. — The course of study in the free high school is such as to

raise it above the grade of the primary school, but there is not sufficient attention given to classical study to raise it to the grade of a preparatory school. The gap thus left has been filled by many higher academies and denominational schools, which have suddenly sprung up and attained a high degree of excellence. The number of private schools which made returns to the Bureau of Education, in 1876, was 25; of academies, 4; of preparatory schools, 7; and of business colleges, 2. In the private schools, there were 76 teachers and 2,500 pupils; in the academies, 32 teachers and 219 pupils; and in the preparatory schools, 6 teachers and 378 pupils.

Superior, Scientific, and Professional Instruction.—The three colleges of Maine, in 1877—8, had together 41 instructors and 494 students, including 17 theological students in Bates College, and 92 medical students in Bowdoin College. Their libraries contained 56,900 volumes. The Bangor Theological Seminary, in 1876—7, had 4 professors, 46 students, and a library of 15,000 volumes. The State Agricultural College, in 1876—7, had 8 instructors, 118 students, and a library of 2,650 volumes. The governor of the state recommends that workshops on the Russian plan be built in connection with the college, in which practical instruction in the mechanic arts may be given, which was the chief object in view at the foundation of the college. Bates College and Colby University admit both sexes. The Maine Wesleyan Seminary and Female College, at Kent's Hill, in 1876, had 11 instructors and 179 male and 120 female students. Of the latter, 24 were of the collegiate grade.

PORTLAND. This city, the principal one in the state, had, in 1876, an estimated population of 36,500. Its school system is administered by a *school committee* consisting of the mayor, *ex officio*, and seven other persons, one from each ward. The *city superintendent* is elected annually by the committee, and acts as secretary of the board. The principal changes made during the past year were the organization of a new grammar school and the adoption of a new programme and order of studies. From an observation of the results of these changes, both are regarded by the committee with favor. Recommendations are made by them for the establishment of a normal school, the suppression of truancy, and the abolition of the crowding process by which pupils are hurried from the lower schools into the high school. The school system comprises 13 primary schools, 8 grammar schools, and 1 high school.

The present *city superintendent* is Thomas Tash.

The important items of *school statistics*, for 1876—7, are given below:

Number of children of school age (4 to 21).....	10,634
“ enrolled in public schools.....	5,748
Average attendance.....	4,332
Number of teachers.....	114
“ attending private and other schools.....	1,298
Total expenditure for school purposes.....	\$79,255.63

AUGUSTA. The schools are under the supervision of a superintending school committee, ex-

cept those of the *village district*, which are under the care of a board of directors. The schools of the *village district* are graded as primary, intermediate, grammar, and high.—The whole number of children in village and city districts, in 1876, was 2,269; the number enrolled in summer schools was 542, with an average attendance of 445; in winter schools, 576, with an average attendance of 449. In the village district, there was an enrollment of 1,180 pupils, with an average attendance of 537. The total enrollment in all the schools was 1,739; average attendance, 984. The largest number belonging to the high school at any one time was 71; the average was 61. The course of study in this school is for 4 years, and comprises English, classical, and mixed departments.

BANGOR. The school officers are a superintending school committee of seven members, a school agent, and a truant officer.—The schools comprise the four grades, primary, intermediate, grammar, and high, the course in the latter being for four years, and including both Latin and Greek.—The number of children of school age, was reported, in 1876, to be 5,123; average attendance for the year, 2,668; whole number of teachers, 94; attendance at private schools, about 300; school expenditures, \$40,052.

LEWISTON. The school officers are a school committee of 15 members, and a city superintendent. The schools comprise primary schools (4 of which are kindergartens), intermediate and grammar schools, and a high school.—The number of children of school age (4—21), according to the returns of 1876, is 6,479; enrollment, 3,560; average attendance, 2,056; number of schools, 53; of teachers, 68 (females, 65).

MANITOBA. The population of this province, which, by the census of 1870—1, was shown to be 12,728, was estimated in 1875 to amount to 17,500.—The double denominational school system—Catholic and Protestant—is still maintained; although there has been, during the past year, considerable agitation of the question of its abolition, a large and influential party favoring this measure, which is also strongly recommended by the Rev. W. C. Pinkham, the Protestant school superintendent of the province. The growth of the school system has kept pace with the increase of the population. According to the first report on the missions of Manitoba (1839), there were only two elementary schools, which were connected with the Catholic missions.—The latest returns received show the following *statistics*:

Number of Catholic schools.....	21
Number of Protestant schools.....	22
Total number of schools.....	43
No. of pupils in Catholic schools.....	998
No. of pupils in Protestant schools.....	1,248
Total number of pupils.....	2,246
Total average attendance.....	1,229

The school age is from 5 to 16 years; and school attendance is made compulsory by law, strictly enforced, for all children between the ages of 7 and 12 years. The Winnipeg schools are represented to be in quite a flourishing con-

dition.—There are 3 colleges in the province, with an aggregate attendance of 130 students. — The organization of the University of Manitoba has been completed. The first meeting of the council was held in Winnipeg on the 30th of September, each denomination being represented; and the new senate of the university has made considerable progress in perfecting the necessary arrangements for the commencement of instruction. The Bishop of Rupert's Land was appointed in July chancellor of this institution.

MARYLAND. In this state, the general condition of the public schools, during the year 1877, is described by the state superintendent as "satisfactory at present, and encouraging for the future." No changes in the school system have taken place by legislation since 1874. In certain counties, during the past year, difficulties were met with in the distribution of the state school tax, and the matter was carried to the courts for adjustment. The movement toward retrenchment, which has prevailed throughout the country generally, has been felt in Maryland, attention having been directed to the question whether the state gets the best possible return for the money expended on its schools. The consideration of this question led at once to that of the way in which teachers are appointed, and, as a natural consequence, to the character and qualifications of the county examiner. The conclusions reached by the state superintendent are, that the teachers are not, in all cases, the best possible, because public sentiment does not insist that the licensing power should be sufficiently strict in its requirements. The following changes are recommended in the school law: (1) that provision be made for taking the school census biennially; (2) that principals of schools and seminaries, and presidents of colleges not connected with the public school system, be required to report annually the number of pupils under their direction; (3) that the trustees of every incorporated academy be permitted to transfer the academic property to the county school commissioners; and (4) that the number of deaf and dumb and blind in the state be ascertained, and that the number of those so afflicted who are cared for in special institutions, together with all other classes in charitable or benevolent institutions, be annually reported. The Association of Public School Commissioners, which met in November, 1877, recommended further that the state superintendent be relieved from the duties of principal of the state normal school; that the state school tax and the income from the free school fund be kept separate; and that a commission be appointed by the legislature to examine into the subject of secondary education, and prepare a bill for the better adjustment of secondary schools to the wants of the people. This last measure has been rendered the more advisable by the establishment of the Johns Hopkins University. While the improvement of the schools, since the re-organization of the system, in 1867, has been only slow and gradual, and the annual expenditure of school money

per capita is still less than in several other states, the progress thus far made is regarded as the most rapid that would have been justified by public opinion.

The office of *state superintendent of public instruction* has been held by M. A. Newell, since 1868. This officer is also principal of the state normal school.

[Mr. Newell was born in Belfast, Ireland, and was educated at Belfast College and at Trinity College, Dublin. In 1849 he was appointed professor of natural sciences in the Baltimore High School. He was professor of mathematics in Madison College, Pa., in 1854; and principal of the Commercial and Collegiate Institute, in Baltimore, from 1856 to 1862. In 1865, he organized the state normal school, in Baltimore, and became its principal. In 1868, he united with his duties as principal of the normal school those of state superintendent, and has been biennially re-elected to the latter office from that time to the present. In 1877, he was president of the National Educational Association.]

The following *statistics* are from the report of the state superintendent for the year ending September 30., 1877:

Number of children of school age.....	276,120
Number enrolled in public schools.....	150,276
Average daily attendance.....	75,726
Number of schools.....	1,956
“ “ teachers.....	2,906
Total expenditures for school purposes.....	\$1,544,515.54

Normal Instruction. — The state normal school, in 1877, had an enrollment of 220 students — 197 females, and 23 males. The model school connected with it has, of late, not only become self-supporting, but has contributed something to the support of the normal school. The number of graduates from the normal school in June was 36, of whom 22 are now engaged in teaching in the public schools of the state. *Teachers' Institutes* were held during the year in 11 counties, and were more numerous attended than ever before. The *State Teachers' Association* held its regular meeting in Easton, on the 11th, 12th, and 13th of July, the attendance being larger than at any previous meeting.

Secondary Instruction. — No special report of the high schools for 1877 is yet made, though their number was increased by 3 — one county high school having been established at Hagerstown, and one graded school at Frederick City and at Port Deposit. The two latter schools are classed as high schools, though the law which authorizes the establishment of such schools does not define them. Other institutions for secondary instruction are found in various parts of the state, but being generally of a private character, are beyond the jurisdiction of the state superintendent. In 1876, there were 39 schools of this class, with 204 teachers and 2,673 pupils. Two preparatory schools, at the same time, reported 14 instructors and 21 pupils; and 4 departments of colleges made returns of 12 teachers and 196 students. One business college, in Baltimore, gave employment to 7 teachers and instruction to 341 students.

Superior, Scientific, and Professional Instruction. — Nine colleges, according to the latest

returns, had 113 instructors, and 1,057 students, of whom 658 were of the collegiate grade. These institutions had 61,000 volumes in their libraries. Johns Hopkins University receives three classes of students: (1) those who have already been admitted to an academic degree, and who desire to prosecute their studies in the university, with or without reference to the attainment of a higher or different degree; (2) those (and especially those from Maryland and its immediate neighborhood) who desire to receive what is commonly known in this country as a college training; and (3) those who desire to avail themselves of the opportunities which are afforded by the laboratories of chemistry, physics, and biology, or to attend particular courses of lectures in other branches of learning, without reference to graduation.

It is a part of the plan of this university that professors shall not be absorbed in the details of college routine, but shall be free to give personal counsel and instruction to advanced and graduate students. The system of fellowships secures the presence of twenty special students, imbued with the university spirit, most of them looking forward to academic careers. Seminaries or associations limited to a few advanced students, under the guidance of a director, have been organized in Greek, mathematics, and history; and in the scientific laboratories there are kindred opportunities for conference with the professors and students. During the year, courses of university lectures are given by resident and non-resident professors, on topics to which they have given special attention; and the publication, under the auspices of the Trustees, of a *Journal of Mathematics*, and of *Notes from the chemical laboratory*, brings the university into constant relations with other scientific foundations. College students, after passing the examination for matriculation, which is purposely put at a high standard, are free to select, under the guidance of the faculty, such a combination of studies as they may prefer. Every matriculate student is enrolled under the guidance of some member of the faculty, who acts as his chief adviser, counseling him in respect to the order of his studies, and acting when necessary as his medium of communication with the faculty. In exceptional cases only, young men are received as special students who have not taken, and do not propose to take, academic degrees, but who desire to become proficient in some special line of work. This privilege is only granted to persons of some maturity of character, who can give to the faculty satisfactory evidence that they are fitted to profit by these opportunities, and that there is some good reason why they should not be required to follow a regular and liberal course of study.

There are four general examinations: the preliminary, which is informal, and must be met by all who desire to become enrolled as members of the university, either as candidates for a degree, or as special students; the matriculation examination, which is held twice a year, and

oftener if necessary; the baccalaureate, which is held near the close of January and May, and is a prerequisite to the baccalaureate degree; and the final examination, which is intended to ascertain whether the candidate, two years or more after taking his first or baccalaureate degree, has made such special attainments as entitle him, according to the usage of the best universities, to be admitted to the degree of Doctor of Philosophy and Master of Arts. — The requirements for matriculation in mathematics are as follows:

"*Algebra*, as much as is contained in Todhunter's *Algebra*, chaps. 1-XXXVIII; *Plane and Solid Geometry*, as much as is contained in Chauvenet's *Treatise on Elementary Geometry*, books 1-IX; *Plane Trigonometry*, as much as is contained in Chauvenet's *Trigonometry*, chaps. 1-VIII, and the Use of Logarithms; *Plane Analytic Geometry*, as much as is contained in the "Minimum Course" of Howison's *Analytic Geometry*".

In classics the requirements are as follows:

"(1) Latin: *Cæsar*, Gallic War, books 1-V; *Ovid*, 2,500 verses (of which 500 must be elegiac); *Virgil*, *Ecllogues*, and *Aeneid*, books 1-VI; *Cicero*, Seven orations, (in Cat.; de imperio Cn. Pomp.; pro Arch.; in Verr. IV, i. e. de Signis); *Livy*, book XXI; *Horace*, Odes, book I, II. (2) Greek: *Xenophon*, *Anabasis*, books 1-IV; *Homer*, *Iliad*, books 1-IV; *Herodotus*, book VIII; *Euripides*, *Medea*, or any one play". Also, Greek and Latin prose composition, Greek and Roman history and antiquities, and ancient geography.

French and German may be offered instead of Greek. Candidates are also examined in English and some branch of natural science. Candidates for the degree of Bachelor of Arts must pass the matriculation examination; and, after an interval of one or more years (usually three or more), must pass with credit in five of the following branches, and with marked proficiency in two of these five: Greek; Latin; modern languages; philosophy, history, etc.; mathematics; physics; chemistry; biology. In these eight branches, major and minor courses are offered; and the major course must be followed in any subject which the candidate offers as one of his two chief departments of work. The university lectures are open to educated men and women not connected with the institution. In 1877, the university had, besides the president, 6 professors, 14 lecturers, (non-resident), 12 associates (or tutors), 20 fellows, and 78 students, of whom 33 were graduates, 24 matriculates, 4 candidates for matriculation, also 17 non-graduate special students. — The Western Maryland College admits both sexes. Four theological schools had 34 professors, 229 students, and 42,000 volumes in their libraries; one law school, 3 professors and 39 students; three medical colleges, 34 professors and 251 students; two dental colleges, 22 professors and 85 students; and one college of pharmacy, 3 professors and 72 students. The State Agricultural College, in 1876-7, had 8 instructors, 81 students, and a library of 1,500 volumes. This institution is now entirely free from debt, and the state superintendent recommends that it should at once enter upon the path marked out for it by its founders, but from which it has strayed by attempting to compete

with other colleges in a merely literary career. This error is due to a defect in the law, by which frequent changes in the board of trustees prevent the adoption of any settled policy in regard to the course which the college should pursue. The increasing importance of industrial education makes it the more necessary that the college should enter upon its distinctive work.

Special Instruction.—The Maryland Institution for the Instruction of the Blind, at Baltimore, gave instruction, in 1876, to 50 pupils. The branches pursued are elementary in character, and are supplemented by exercise in industrial branches and music.—The Institution for the Education of the Deaf and Dumb, at Frederick City, had 9 teachers and 91 pupils, in 1876, and a library of 2,000 volumes. In addition to the state appropriation, the institution has recently received a bequest amounting to between \$10,000 and \$12,000 from a citizen of Hagerstown. An institution for the education of the colored blind and deaf and dumb of the state was opened in Baltimore, in 1872; and, in 1876, had 17 pupils. The state appropriation in that year for its support was \$8,500. This school is conducted as a branch of the two other institutions of this character at Baltimore and Frederick City.

BALTIMORE. The estimated population of this city, in 1876, was 302,839. The schools consist of one college, 2 female high schools, 19 male and 20 female grammar schools, 28 male and 30 female primary schools, 5 English-German schools, one Saturday normal class, one white and one colored evening school, one colored primary and one colored grammar school—in all 119. The course of study prescribed for these requires at least ten (in most cases, twelve) years' attendance, and includes all the branches necessary for the acquisition of a thorough education. The city college admits boys of fourteen years of age, and provides for them a four years' course, the completion of which is necessary for graduation; or a two years' partial course, at the end of which a certificate is given setting forth the degree of proficiency the pupil has attained. Gymnastic and calisthenic exercises have recently been introduced into the schools; and new life has been imparted to the studies of music and drawing by the adoption, in 1875, of a new course of instruction for each. The chief defect reported in the city college and the female high schools was a comparative neglect of the literary, classical, and rhetorical department; those in the school system were a frequent change in the standard of admission to the high school and the college, too much leniency in the examination of teachers, and the want of a school census. The more pressing needs of the schools, in 1876, were additional buildings, and a reconstruction of several old ones with special reference to their hygienic capacity. During the same year, a preparatory department was opened in the city college to serve as an intermediate school between the grammar school and the college. Renewed interest has been given to the work in the

schools, especially those of the more advanced grade, by the establishment of the Johns Hopkins University. Several graduates of the city college have already become matriculates of the university.

The present *city superintendent* is Henry E. Shepherd, elected in 1875.

The most important items of *school statistics* for 1877 are as follows:

Number of schools.....	129
“ of children of school age.....	45,814
“ enrolled in public schools.....	33,946
Average daily attendance.....	27,922
Number of teachers.....	764
Number of months the schools were open.....	10
Average monthly salary of teachers.....	\$51.84
Expenditure for colored schools.....	\$46,354.42
Total expenditure for school purposes....	\$616,290.50

MASSACHUSETTS.—No legislation of general importance concerning the schools occurred in this state during the years 1876 and 1877, the only influence tending to modify the existing law being that which has sprung from an observation of the working of the law itself, or that external pressure which is exerted by public opinion when powerfully influenced by one or other of the great educational topics of the time. Of the latter, the most noteworthy instance—and that which bids fair to be most radical in its effects—was that produced in Boston by the agitation of the question concerning the duty of the state toward girls who wish to prepare for a college course (see art. Co-EDUCATION). In February, 1876, a law was passed authorizing sewing to be taught in any public school in which the committee deem it expedient. This was done merely to give legal sanction to a practice already existing. In March of the same year, a more explicit law in regard to text-books was passed, and another in regard to school attendance and truancy—the last two being passed for the purpose of defining more strictly the duties of school officers as prescribed by previous laws. In the report for 1876 (the last published at the time of this writing), attention is called to the need of greater facilities for imparting normal instruction. Though the five normal schools of the state are crowded with students, the demand for trained teachers far exceeds the supply; and the board reports that, “under existing circumstances, it is impracticable to place normal graduates in more than a fraction of the school rooms of the state; and although many able teachers are found without their ranks, there are very many more the employment of whom is a positive loss to the state.” The deficiency in normal instruction thus indicated is partly supplied by the employment of Agents—officers peculiar to the school system of Massachusetts. Four agents were employed in 1876, who traveled over the state, advising with teachers, suggesting improvements in their methods, delivering lectures—in the evening principally—to audiences composed largely of teachers, committee-men, and parents, and making arrangements for teachers' institutes, to be conducted under the joint di-

rection of the secretary of the board, the agents, normal school teachers, and others. The great value of the agents is cordially recognized, and recommendations are made that their number be increased, since their field of labor is so extensive that thorough work necessarily confines them to only a portion of it. So evident is the inadequacy of the present means to accomplish the desired end, that, in the words of the board, "it may well be questioned whether, in certain sections of the Commonwealth, the condition of public instruction during the last quarter of a century has been materially improved." In industrial drawing great progress is reported. Nearly all cities and towns of over 10,000 inhabitants, as required by law, now provide means of instruction to resident pupils over 15 years of age. The opposition previously aroused against the Normal Art School served only to call attention to its merits, and resulted in giving it a firmer foundation, and securing for the kind of instruction it affords a permanent place in the public school system. This opposition had been so far overcome in 1875, that the board was compelled to charge a fee of \$10 a term for the purpose of meeting the increased expenses which had resulted from the inconveniently large number of students attending the school. —Particular attention is called, in the report, to the great discrepancy which exists between the amount paid by certain sections of the state for the support of schools and the educational advantages which they enjoy; the per cent of taxation in some sections where great deficiencies exist being "fifteen times that of other sections enjoying the highest educational advantages."—In addition to the recommendations made by the board, the secretary advises the abandonment of the district system, from a conviction that a "candid and business-like examination" of it in the towns where it still prevails, "with especial reference to its two qualities of expensiveness and inefficiency" would so result. He confirms the conclusions of the board concerning the agents in the most emphatic manner, affirming that "the evidence is complete that the agency service is the most effective and the most acceptable means yet devised for extending to all the schools of the state the results of the thought and experience of the best teachers of the present and of the past; and, as the demand increases and suitable men are found, should be extended to every section of the Commonwealth." Still another point in connection with the schools is deemed by the Governor of the state of sufficient importance to claim special attention; namely, their hygienic condition. In his annual message, which presents a review of the affairs of the state in 1877, he says: "It seems desirable that a law should be enacted, authorizing, and in large cities requiring, school boards to appoint a medical officer, whose duty shall be to give advice, as an expert, on all questions relating to the sanitary condition of the school-houses, or to the health of the pupils, and to render such services, as an inspector and

examiner, as would properly devolve upon such an officer."

The *secretary of the board of education* is John W. Dickinson, who was appointed in 1877. Mr. Dickinson had filled with distinction, for many years, the position of principal of the state normal school at Westfield.

The most important items of *school statistics*, according to the latest returns are the following:

Number of children of school age (5 to 15)	300,834
" " pupils of all ages enrolled....	305,776
Average attendance.....	218,903
Number of children under 5 years attending.....	2,084
Number of pupils over 15 years attending	27,213
" " teachers, males.....	1,201
" " " females.....	7,650
Average monthly salary of male teachers	\$84.78
" " " female ".....	\$35.25
" length of school term in months	8.16
Number of public schools.....	5,542
" " private " and academies.	341
" " incorporated academies.....	72
" " high schools.....	212
" " evening schools.....	114
Total value of school buildings.....	\$20,856,077

The *school receipts* were as follows:

From taxation.....	\$5,762,936
From interest on permanent fund.....	152,704
From other funds.....	124,751
From other sources.....	65,145
Total.....	\$6,105,536

The *school expenditures* were:

For erecting and repairing school buildings.....	\$1,205,822
For superintendence.....	140,335
For school books and apparatus.....	4,611
Cost of public schools exclusive of above items.....	4,400,898
Total.....	\$5,751,666

Normal Instruction.—The normal schools at Westfield, Bridgewater, and Worcester are for both sexes; those at Framingham and Salem are for women only. Candidates for admission must have attained the age of 17, if males, and 16, if females, and must be free from any disease, which would unfit them for the office of teacher. They must furnish evidence of good intellectual capacity and also of moral character; and, in order to enter, must pass an examination in orthography, reading, writing, arithmetic, geography, and grammar. The ordinary course in these schools occupies two years, and is supplemented by an advanced course of two more. Tuition is free to all who bind themselves to teach in the schools of the state; but other students are admitted on payment of \$15 a term for tuition. To this is to be added a fee of \$2, paid by each student for incidental expenses at the beginning of the term. An annual appropriation of \$800 is made by the state, to be distributed among students of merit who are in need of aid, but this aid is not furnished during the first term; and it is expected that those who do not complete the course, and those who do not, after graduation, teach in the schools of the state will refund any amount they may have received from state

bounty. Exercise in practical teaching is afforded by nearly all of these schools, in some by means of special model schools connected with them, and in others by special arrangement with schools in the vicinity. All have libraries and cabinets more or less extensive, though contributions to both are solicited. The normal schools are supervised directly by the state board of education, two members for each school being chosen by ballot to act as visitors, with power to act with the full authority of the board itself. The number of different pupils during the year, and the number of graduates is as follows: Framingham, 146—35; Westfield, 177—45; Bridgewater, 230—46; Salem, 293—69; Worcester (established in 1874) 105—10. From the opening of the first of these schools, in 1846, up to last year, 4,489 are on record as having graduated; while, in some cases, the record is incomplete. Similar in scope and character to these normal schools for general instruction, is the normal art school, established in 1873, for supplying the schools of the state with trained teachers for instruction in industrial drawing. Only those students who show some aptitude and proficiency in drawing are admitted, preference being given to teachers of drawing employed in the public schools, and in the industrial evening classes throughout the state, and next, to candidates who declare their intention to teach drawing in the schools of the state. The course of instruction requires 4 years to complete it, and comprises elementary drawing, painting, sculpture, and architecture and engineering drawing. Separate diplomas are given on the completion of each of these courses. The school is conducted by a director, 5 professors, and 8 instructors; and is supervised by 6 visitors, members of the state board of education. The number of students, in 1876, was 442. — Only 5 teachers' institutes were held in the state during the year, the unexpected failure of the necessary appropriation bringing them to a sudden end. Many voluntary teachers' meetings, however, were held, without the aid or supervision of the state agents.

Secondary Instruction. — Of the 212 public high schools, 72 incorporated academies, and 341 private schools and academies of the state, many are of a high degree of excellence, and some have been widely and favorably known for many years. They embrace special, denominational, business, and preparatory schools, and furnish the most ample means for instruction of many kinds. Among the institutions for secondary instruction, may specially be noted Phillips Academy, at Andover. This was founded April 21, 1778, the number of pupils being limited to 30, preference to be given to those who were "to be instructed in the learned languages." On the 30th of April, 1778, the school was opened with 13 pupils, and in less than a month the full complement was made up. With this humble beginning, the academy entered upon a career of usefulness which has lasted for a hundred years, and has been illustrated by many names

eminent in various walks of life. Following in the footsteps of Samuel Phillips and Dr. John Phillips, the original founders, several members of the Phillips family have liberally contributed to its support, and many eminent educators have been on the roll of its principals. Among the latter may be mentioned Eliphalet Pearson, LL. D., and Samuel H. Taylor, LL. D. Josiah Quincy, afterwards president of Harvard University, was a student there. During the long period of its existence, the academy has never lost sight of the design of its founders, preparation for college, involving thorough instruction in the classics, having always been a prominent object in its course of instruction. In 1831, a special department was organized for the training of teachers for the common schools. To the careful training given in this department, which has always been under the direction of experienced teachers, is to be attributed the success which has afterwards been achieved by many distinguished educators. For the last ten years, the average attendance of pupils in the academy has been over 200. — The number of pupils in the public high schools, in 1876, was 15,826; the number of teachers, 582. The average attendance in the incorporated academies was 5,776; in the private schools and academies, 14,513.

Superior, Professional, and Scientific Instruction. — The seven colleges of the state, according to the latest returns (chiefly for 1877-8), had a total of 147 instructors, and 2,045 students, of whom 200 were in the preparatory departments. Their libraries contained 275,000 volumes. The preparatory students were in Boston College and the College of the Holy Cross. In January, 1877, the corporation and board of overseers of Harvard adopted sixteen statutes, in lieu of all at that time existing; and the university now possesses, for the first time, a concise and comprehensive body of statutes. These are printed in the annual catalogue. A spring recess has been established, beginning on the Wednesday before Fast Day and ending on the Tuesday after Fast Day. For the first time in the history of the university, also, all departments have now the same term, vacation, recesses, and holidays. On the 11th of June, 1877, the sum of \$43,500 was received from the trustees under the will of Jonathan B. Winn, late of Woburn, to be applied to the foundation of a Winn Professorship of Ecclesiastical History. A fire-proof addition to Gore Hall, for the better accommodation of the library, has been completed. Mr. Sibley, the librarian, resigned in 1877, and was succeeded by Justin Winsor. Some restrictions, for the year 1877-8, have been placed on the privilege of voluntary attendance upon recitations granted to the senior class. The qualifications for admission have been revised, but not through a desire to increase their severity. By the new method, every candidate must attain a specified minimum in all the preparatory studies, and a maximum in at least two of the four principal departments

—Latin, Greek, mathematics, and physical and natural science. The new method also makes a change in the form of qualification both in Latin and Greek, according to which the examination in a long specified course of reading is abandoned, and reading at sight in authors of similar difficulty is, for the most part, substituted. For three years, candidates may, at their option, present themselves for examination by either method. In view of the adoption of this new method, the faculty propose to issue a circular containing such suggestions as they deem most important for the assistance of teachers and pupils, as to the proper method of study and instruction in the classics, in modern languages, and in physical science.—In 1878, the examinations for women will be held simultaneously in Cambridge, New York, Philadelphia, and Cincinnati, during the first and second weeks of June.—Speaking of the courses of instruction established for the post-graduate degrees of A. M., Ph. D., and S. D., the president, in his report for 1876—7, says that the results thus far are very encouraging, though the department is but imperfectly organized, having no distinct faculty in charge of it. He thinks that, for a few years to come, it is to the improvement of this department of the university that the attention of the governing boards may be most profitably directed; and that, in all probability, it will ultimately be found desirable to organize a department or faculty of philosophy. In Boston University, the course leading to the degree of Bachelor of Philosophy has been abolished; and, in order to restrict the number of students resorting to the College of Liberal Arts to the accommodations afforded by the present college building, the requirements for admission have been raised. The additional requisitions have been distributed over several years, taking effect completely in 1881, when it is claimed, the standard of requisites for admission will be at least one full year's work beyond the average requirement in this country. The entrance examination is divided into two, the preliminary and the final.—Amherst College will hereafter hold an entrance examination at Cincinnati. The Rev. Julius H. Seelye, D. D., has acceded to the presidency.—Tufts College has received 3,000 books and 2,000 pamphlets from the estate of the Rev. Thomas Whittemore. The standard of admission in Greek and Latin has been raised, and a fourth year has been added to the engineering course, for graduates.—Five schools or departments of science and agriculture, according to the latest returns, had 90 instructors, 525 students, and libraries containing 10,200 volumes; six of theology, 52 instructors, 311 students, and 67,500 volumes; two of law, 20 instructors, 337 students, and 18,000 volumes; two of medicine, 61 instructors, 396 students, and 3,500 volumes; two of dentistry, 26 instructors and 51 students; one of pharmacy, 3 instructors and 85 students; and one college of music (Boston University), 13 instructors and 26 students.—The whole number of teachers in

Harvard University, in 1877—8, was 125; of students, 1,344; namely, undergraduates, 813; unmatriculated students, 13; divinity students, 21; law, 189; scientific, 22; medical, 212; dental, 17; Bussey Institution, 3; post-graduates, 54, exclusive of 13 in the law and 7 in the medical school. The summer courses had the following attendance: chemistry, 24; botany, 38; geology, 10.—Boston University, in 1876—7, had, in all, 104 officers of instruction and government, and 670 students, of whom 167 were women.—Ten colleges for women reported in 1876, with 164 instructors and 1,309 students, of whom 361 were in preparatory departments, 517 in regular collegiate, and 19 in partial courses. The number of volumes in their libraries was 36,000.

Smith College, at Northampton, was founded by Miss Sophia Smith of Hatfield, who, dying in 1870, bequeathed for that purpose property amounting now to over \$500,000. It received a charter, with power to grant degrees, in 1871. In 1873, the Rev. L. Clark Seelye, D. D., then a professor in Amherst College, was elected president; and, in September, 1875, the college was opened to students. It is undenominational, though under Christian influences. The object of the institution is stated by its founder to be "the establishment and maintenance of an institution for the higher education of young women, with the design to furnish them means and facilities for education equal to those which are afforded in our colleges to young men." No preparatory department is connected with it; and the requisites for admission are substantially the same as those of male colleges, including Latin, Greek, mathematics, etc. During the first year of the course, the same studies are required of all the regular students; but, during the three subsequent years, elective courses have been arranged, designated respectively classical, literary, and scientific. In the first, greater attention is given to Greek and Latin; in the second, to the modern languages, especially English; and, in the third, to mathematics and the natural sciences. Certain studies are common to these three courses, and optional studies in art and music are arranged in connection with all. Greek and Latin are carried into the second year by all; but afterward they are pursued only in the classical course. Mathematics is pursued after the second year only in the scientific course. The college diploma is granted only to those students who complete one of the three regular courses, but properly qualified students may pursue special courses not lower in grade than those of the regular curriculum. The college aims to afford its students the means of attaining social refinement and culture; and, to this end, several dwelling-houses have been erected around a central academic building, each accommodating 25 students, under a competent matron or instructor. Each dwelling-house is thus complete in itself, and affords the quiet and comfort of a home. The main building and two dwellings have already been erected. A large hall is provided for the purpose of

bringing together occasionally all the students and their friends in social intercourse. The means provided for physical culture consist of light gymnastics and exercise in the open air. The charge for tuition is \$100 a year; cost of board and furnished rooms in the college buildings, \$250 a year. Scholarships of \$100 each have been established to assist meritorious and needy students. The college possesses valuable chemical and physical apparatus and an art gallery. There are 13 instructors, of whom 5 are women. In 1877-8, three classes were in operation — the first with 45 students, the second with 16, and the junior with 12; a senior class will be formed next year. — Wellesley College, at Wellesley, was organized in 1875. It is undenominational, and is designed to give young women opportunities for education equivalent to those usually provided in colleges for young men. There is a preparatory and a collegiate department. The qualifications for admission to the collegiate department are similar to those of male colleges, except that Greek, being elective in the college course, is elective for admission. Besides the general course, courses for honors are provided in classics, mathematics, modern languages, and science. Properly qualified students, 18 years of age or over, may pursue special courses. The degree of A. B. is conferred on those who complete the general course or any of the honor courses. Instruction in vocal music and in drawing is given to all the students. A calisthenium has been provided for daily physical exercise. All the regular students board in the college, and aid in some of the lighter domestic work of the family. In 1877-8, there were 24 instructors and 323 students — 150 in the collegiate department, 41 special students, and 132 academic. The college has an art gallery and a library of 14,000 volumes. The president is Miss Ada L. Howard. — The Massachusetts Agricultural College is located at Amherst, and is under the direction of a president, 8 professors, and 6 other teachers. Its course embraces four years, graduates receiving the degree of Bachelor of Science. The total value of its property, in 1876, was \$518,500. It has a small library, and cabinets and collections of many kinds, some very extensive. The number of students, in 1876, was 69. — The Massachusetts Institute of Technology was opened in 1865 with a class of 27; and, in 1876, had 293 students. Its officers are a president, 20 professors, and 14 assistants. It offers a liberal and a practical education for active business pursuits, as well as a thorough training for any of the various scientific professions. There are 10 regular courses, of 4 years each, the range of its departments embracing, besides thorough instruction in other studies, theoretical and practical instruction in such branches as bridge and roof construction, free-hand and mechanical drawing, theoretical and applied mechanics, and mechanical and mining engineering. — Technical instruction is also given by the Worcester Free Institute, which was opened in 1863. The special field which this institution

is designed to fill is the training of boys for industrial life, through a course intermediate between that of learning a trade and that which is pursued in acquiring what is known as a liberal education. The school is free to all citizens of the county of Worcester and to 23 students, residents of the state but not of that county; while any others are admitted on payment of a tuition fee of \$100. Special attention is given to practice in the branches taught, while intellectual training is not neglected. The courses are for 3 and 3½ years. It had 8 professors, one tutor, 2 assistants, and one lecturer. The number of pupils in all the classes, in 1876, was 105.

Special Instruction. — The instruction of the deaf and dumb of the state is given at the American Asylum at Hartford, Ct., by a special arrangement, which was made in 1817, and has continued in force up to the present time. The number of pupils from Massachusetts under instruction there, in 1877, was 79. — The Clarke Institution for Deaf-Mutes, at Northampton, was opened in October, 1867, with 20 pupils; the number, in 1876, was 61. The method of instruction is that of lip-reading and articulation. It employs a principal and 6 teachers, besides assistants. — The Boston School for Deaf-Mutes is a public day school. It was opened in November, 1869, with 25 pupils; the number of state beneficiaries, at the close of 1876, being 72. It is under the control of the Boston school board. — The Perkins Institution for the Blind, at Boston, grew out of an attempt to educate a few blind persons, in 1827-8. After considerable money had been spent in collecting information in regard to the methods pursued in institutions for the blind in Europe, the school, in 1832, passed into the hands of Dr. S. G. Howe, under whose direction it became one of the most celebrated in the country. Dr. Howe's remarkable success in this kind of instruction aroused the interest of the legislature, and appropriations from this source, together with many private benefactions, have largely extended the range of its usefulness. The annual grant from the state is \$30,000, in consideration of which all the blind children of the state receive free instruction. Pupils from other states, also, are received on payment of \$300 annually by each. The number receiving instruction in 1877 was 147 — 84 males and 63 females. — The Massachusetts School for Idiots in South Boston, established by Dr. Howe, is the result of an experiment made by him, in 1839, to educate an idiotic blind pupil, then an inmate of the institution over which he presided. The success of this experiment led to a manifestation of interest in the subject by the state authorities, and ended in the incorporation of the Massachusetts School for Idiotic and Feeble Minded Youth, and its establishment on a permanent basis, with regular annual grants supplemented by private aid. Up to 1876, the number of pupils admitted was 548, at least three-fifths of whom had been decidedly benefited by the care and instruction there given. The state also supports two reform

schools — one for boys at Westboro', the other for girls, at Lancaster. Each is governed by a board of trustees appointed by the Governor.

Libraries, Museums, etc. — In addition to the ample means above described for supplying instruction of every grade, many libraries, museums, collections, and societies of various kinds exist in different parts of the state, each affording facilities for study in some special branch, and enabling those who desire it to complete the education begun in the common schools. They exist not only in connection with the colleges of the state, but independently; and probably in no state are the intellectual resources so full and varied, or so generally distributed.

BOSTON. No important change in the school system of this city has been made by legislation during the past year. After several protracted public hearings, the school board directed that a separate Latin school should be opened for girls intending to enter college, the course of study to be the same as that pursued in the boys' Latin school. The metric system also was introduced as a study into the high schools and in the upper classes of the grammar schools; and the phonic method of reading was made obligatory in primary schools of the city; the inventor of it, Dr. Edwin Leigh, being employed to give instruction in the system to primary teachers. The result was that "better reading was secured, and there was no difficulty in the transition to reading in common print." At the beginning of the current school year (September 1, 1877), the salaries of the teachers were reduced about 7 per cent. Unsuccessful attempts were made to prohibit corporal punishment, and to appoint a medical inspector of schools. This office was declared by the city solicitor to be illegal, and the question was referred to the legislature, with a petition asking for the requisite authority. Two women, in 1877, were candidates for election to the school board, and one was elected, making the number now holding office in that body two. Several changes were recommended by the superintendent, with the view to increase the efficiency of the school system. Some of these were suggested by an examination, in person, of the schools of several Western cities; others were such as have been proposed in previous years, but have not yet been acted upon. Of the former, are those which relate to supervision, the use of modern languages in the school course, the proper method of giving instruction by object lessons, the mode of examining and certificating teachers, the substitution of female for male teachers, the kindergarten, and classification and promotion. On this last point the superintendent recommends that some of the flexibility of the Western school system be introduced into that of Boston. The grammar schools particularly might, in his opinion, be improved in this respect "(1) by the promotion of individual pupils to a greater extent than has been practiced; (2) by promoting classes, whenever they are ready for promotion, whether the time set for the general promotions has arrived

or not; and (3) by putting two or more classes in a room where a proper regard for classification requires such an arrangement." As a practical mode of solving the kindergarten question, the difficulty of which has hitherto been in regard to the great comparative expense of such schools, the superintendent recommends that the board shall either "increase the number of pupils to a teacher very considerably, or require the teacher to hold two daily sessions with different pupils, instead of one session with one set of pupils, as at present, and reduce the salary very materially." Other desirable reforms are suggested, particularly in the system of furnishing free text-books to the pupils, and in the preparation and management of the annual exhibitions.

The *City Superintendent* is John D. Philbrick, re-elected in 1876, under the new law of that year.

The following is a summary of the school statistics of Boston for the school year ending July 31, 1877:

Population of the city (census of 1875) ..	341,919
Number of children of school age (5-15) ..	58,034
" enrolled in the public schools ..	54,098
Average attendance at day schools	43,466
" " evening schools ..	1,557
Number of schools —	
Normal school (for girls)	1
High schools	8
Grammar	49
Primary	404
For licensed minors	2
For deaf-mutes	1
Kindergarten	1
Evening	17
Drawing	5
Total	488
Number of teachers, males	180
" " females	1,076
Average monthly salary, (both sexes) ..	\$80.40
Appropriation for ordinary or current expenses	\$1,544,520.00
Total expenditure for school purposes ..	\$1,816,615.49

LOWELL. The estimated population of this city, in 1877, was 53,000. Its schools are under the direction of a school committee of 12 members, 6 retiring annually. The officers of the committee are the mayor and the president of the common council, *ex officio*, and the city superintendent, who acts as secretary. During the year past, many changes were made in the sanitary condition of the school buildings, a careful examination having shown that many of them were deficient in ventilation and sewerage. Three new school-houses were built, and one mill school was opened. A revision of the course of study in the high school was also made, an order prohibiting truant officers from granting permits to school children was given, a slight change in the text-books used in the schools was authorized, and a new method of teaching music was adopted in the primary and lower grammar schools. Special progress is reported in drawing and in music. The matters needing most attention at present are a re-organization of the classes in the grammar schools, a better definition of the work required of the intermediate schools,

and a revival of the attention formerly given to physical training.

The *city superintendent* is Charles Morrill.

The condition of the schools is partly indicated by the following figures which are taken from the report of 1877:

Number of children of school age (5 to 15).....	7,540
Average number of children belonging.....	5,741
Average attendance.....	5,248
Number of schools:	

High schools.....	1
Intermediate schools.....	1
Grammar schools.....	8
Mixed schools.....	2
Primary schools.....	64

Total.....	76
Number of teachers, males.....	13
" " " females.....	127
The school receipts for the same period were.....	\$142,653.83
The school expenditures for the same period were.....	\$127,691.23

CAMBRIDGE. The schools of this city, the population of which in 1875 was 47,838, are governed by a school committee of 15 members, whose executive officer is a city superintendent. The system comprises one high school, one training school, and 7 grammar, 20 primary, 6 evening, and 2 evening drawing schools — in all 37 schools. The principal changes which occurred in 1876 were a reduction in some of the larger salaries of school officers and teachers; a consolidation of certain schools by which a slight reduction in the number of teachers has been made; and an extension of the work of teachers in the training school into the grammar school. The school committee recommend that the practice of furnishing text-books gratuitously to the children of the poor be abolished, and that all text-books be purchased and held as the property of the city. Attention is also called to the tendency, recently shown, of building school-houses of such pretentious style as to involve a large amount of money annually to maintain them in a suitable state of repair. This error becomes the more flagrant when placed in connection with the fact that a recent examination into the sanitary condition of the school buildings has disclosed serious defects. The general work of the schools, however, is regarded as satisfactory, special progress being reported in reading, penmanship, sentence-writing, drawing, and vocal music.

The *city superintendent* is Francis Cogswell.

The principal items of school statistics for 1876 are the following:

Number of children of school age (5 to 15)	8,218
" " different pupils in day schools	9,523
" " " " evening " "	682
" " " " drawing " "	114
Average attendance in day schools	6,492
" " " evening schools	306
" " " drawing schools	64
Number of teachers in day and evening schools	219
Total expenditures for school purposes	\$209,618.05

SPRINGFIELD. This city — the largest in the western part of the state — had, in 1876, a

population estimated at 32,800. Its schools are managed by a board of education, consisting of 9 members, and a city superintendent. General progress was reported for the year 1876, the attendance in the high school having very largely increased since 1873. The evening schools showed a similar increase in attendance.

The *city superintendent* is A. P. Stone.

The following is an abstract of the school statistics for 1876:

Number of children of school age (5 to 15)...	5,408
" enrolled in day schools.....	5,890
" " " evening schools.....	377
" " " drawing " "	122
Average number belonging.....	4,481
" daily attendance.....	4,183
Total expenditures for school purposes.....	\$106,949

NEW BEDFORD. The population of this city, according to the census of 1875, was 25,876. The management of its schools is entrusted to a school committee of 18 members, the mayor of the city being chairman *ex officio*. The chief executive officer is the city superintendent. The principal event of the school year of 1876 was the completion of a commodious building for the high school. In almost all respects this building is declared to be equal to any in New England. Notwithstanding this, however, and the addition of accommodations in certain other schools, the facilities for instruction are still behind the urgent wants of the city. The superintendent, in his report for 1876, devotes considerable space to the discussion of the new methods of teaching as compared with the old, in most respects commending the former as practiced in the schools of New Bedford. Some criticism, however, is called forth by the manner in which algebra is studied and history neglected in the high schools; while special commendation is given for progress made in reading, the use of oral lessons, and music.

The *city superintendent* is the Rev. Henry F. Harrington.

The following is a summary of the school statistics for 1876:

Number of children of school age (5 to 15)...	4,002
Average number belonging.....	3,520
Average attendance.....	3,300
Number of schools:	
Training school.....	1
High ".....	1
Mill ".....	1
Farm ".....	1
Grammar schools.....	3
Primary ".....	11
Country ".....	6

Total.....	24
Number of teachers.....	105
The school receipts were.....	\$74,300
The school expenditures were.....	\$81,300

MEDICAL SCHOOLS. Medical education in the United States has recently made some substantial progress. Its present outlook appears to be brighter than at any time during the 19th century. Private pupilage is gradually giving place to college instruction; and a gratifying attempt has been made by several institutions to elevate their standard, and to return to that which existed in this country in the colonial period, and which conformed to the European

model. The existing basis of the medical schools of the United States was laid soon after the commencement of the present century, a lower standard being then introduced, which has, with here and there an exception, rather degenerated than improved. This has been caused by the want of a proper system of restrictive legislation on the part of the states, the general government having never manifested any inclination to interfere in medical or any other department of professional education. As a consequence of this lack of external control, the number of medical schools has increased twenty-fold, during this century, and in most respects their quality has grown worse in equal proportion, the low-water mark having been reached within the present decade. The worst signs of this degeneracy are seen in the granting of degrees *in absentia*, the selling of diplomas by agents here and abroad, the granting of them in blank, and the issue of certificates of study in an ornate form so as to render them liable to be mistaken for diplomas. As a result of these practices, an American medical degree in Europe is of little value; although but few of the schools can be charged with these irregularities. In the absence, however, of any statutory protection, the standard both as to time and acquirements has been lowered in too many cases. The excessive and needless multiplication of medical colleges, particularly in the Western states, has done much to lower the standard and deteriorate the tone of medical education in the United States. —In 1877, however, a change for the better took place, the colleges themselves having somewhat unexpectedly begun a reform from within. Several measures, in particular, are here mentioned as showing an awakened interest on the part of the schools. Harvard University has adopted a strict examination for admission to its medical department. In 1871, this school had adopted a graded three years' course, which was far in advance of any previous plan of instruction in this country; the course was lengthened to nine months, and was so arranged as to carry the student systematically from the lower to the higher subjects; written examinations were required at the end of each year, instead of the usual examination on all subjects at the end of the period of study; a thorough and practical course in clinical medicine was introduced; and an unusual amount of laboratory work was required. As was to be expected, there was a falling off in the number of students. Thus, while in 1870 there were 301, there were in the year following not more than 203; in 1872, 170; after which, in 1873—6, the attendance slowly rose to 206. The financial support of the school was provided for by an increase in the fees, which are \$205 a year; so that while, in 1870, 301 students paid \$22,717, in 1874 the income from 192 pupils was over \$36,000. The additional charges in 1877 have caused a serious reduction in the number of matriculants, there being only 60, about half the number in the more recent classes. The school has been pre-

paring itself for a diminished income, and during the past three years has been husbanding its resources.

A certain number of schools have had a so-called "optional" graded course, which permitted an examination in from three to six branches at the end of the second year, the remaining branches being taken up in the third year, any subject once passed being accepted as final and permissive to the degree. This method was of advantage, in that it caused the student to attend upon the instruction of his college one year longer than was commonly the case, and obviated the accumulation of tests at the end of the last term. Among these schools, were the Chicago Medical College (since 1859), the St. Louis Medical College, the Starling Medical College, Columbus, O., the medical departments of the Universities of Pennsylvania, Iowa, and Michigan, the Atlanta Medical College, the schools at Cincinnati, Bellevue Hospital (N. Y.), Columbus (Mo.), Bowdoin College, Yale College, Albany Medical College, Jefferson Medical College, National Medical College, and the departments of Howard and Lincoln universities, for colored men; also three of the colleges for women.

These were commonly regarded as among the higher-grade schools; but their optional course was much less thorough and exacting than the compulsory three years' course of Harvard, which was not imitated by any other institution until 1877; when certain colleges adopted some of the features of the Harvard system. —The University of Pennsylvania adopted a compulsory three years' course, with a session of twenty weeks, graded studies, and examinations at the end of each annual course. This school is at once the oldest and richest in the country, and is believed to have a larger body of living alumni than any other medical institution. The professors are paid salaries, so as to be independent of the fees of their pupils. It is expected that the professorships will, from time to time, be endowed, and the faculty be unhampered in their efforts to elevate their standard of requirements. The chair of surgery has recently been liberally endowed; contrary to expectation, the class of matriculants at the university has not undergone any reduction; and 140 new students have entered for the three years' course; so that a fund, contributed by the friends of the institution to guarantee it against an expected loss of income, is no longer required for that end, and will be given to the general endowment of the college. This happy result proves that the times are ripe for a higher education, and will encourage this institution to introduce a still more complete curriculum. The progressive spirit of the faculty warrants the expectation of this. —The department of medicine and surgery of the University of Michigan, the largest of the state schools, has, also, greatly improved its schedule. It provides a three years' graded course, with a slight matriculation examination; it has sessions nine months in duration, and gives considerable prominence to work in the laboratories.

This university provides for the medical instruction of women, separate from the male students; and has a faculty in homoeopathy, in pharmacy and in dentistry.

The Medical Institution of Yale College provides a course of instruction for nine months in the year, with a partial gradation of studies. The spring session of five months, attendance upon which is not compulsory, is conducted in all respects like an academic course. This school, unlike the majority, requires a competent knowledge of Latin and natural philosophy. The candidates for the medical degree are examined not alone by the faculty, but by a committee appointed for that purpose by the Connecticut Medical Society. This feature, an examining board separate from the faculty, is regarded with favor by the reforming party of the medical profession, and is possessed by a few other schools, among which are the departments of Dartmouth College, Bowdoin College, the universities of Vermont, Texas, Iowa, and Missouri, and Wooster University (Ohio). These examining boards are not always carefully appointed; and sometimes fail of the purpose for which they were originally instituted, to afford a guarantee of impartial supervision.

The College of Medicine of Syracuse University, the youngest in the state of New York, is the only school for males, in that state, which at the present time gives a definitely graded three years' course, with laboratory work in the first year. Its year is eight months in duration. A moderate preliminary examination is required of students who do not hold credentials from "some accredited literary school." A board of censors, not members of the faculty, has been appointed by the medical society of the state to supervise the final examinations. In consequence of these regulations, some diminution in the classes is observed, but the faculty declare their intention to adhere to their advanced plan. Both sexes are admitted to the privileges of this school.

The Woman's Medical College of the New York Infirmary has a graded system of three years, the year being about eight months long. Students who attend this school only, are obliged to be in attendance three winter sessions of twenty-four weeks; so that this institution has, to some extent, a compulsory graded course.

The Women's Medical College of Pennsylvania claims to be the first in this country to adopt a progressive course of instruction. It was of this school that Dr. Rudenew, of St. Petersburg, Russia, spoke in the following terms, when reporting concerning his visit to America in 1876:

"There is in Philadelphia a medical college especially devoted to women; and, in reality, the American female physicians are distinguished for their scientific study. The professors of this school are, for the most part, women; the female clinical lecturers have extended practice."

In this connection, the same professor further remarked:

"Most of the medical schools of America are distinguished for the good character of their arrange-

ments, and for the entirely satisfactory organization of their lecturing method and the programme of the branches. The statement that in all American medical schools the course extends over only two years is incorrect. In the Woman's College, and in several others, the course is decidedly for three years. That the education of the students is thereby finished is not true. The students usually do not leave the college immediately after graduation, but carry on their education, especially in the numerous excellent hospitals of that country, where admission is everywhere free to them. In this manner, they usually become good practical physicians. In this connection, I may state that the American student in general spends a larger number of hours daily in study than any other student in the world. In consequence of this complete freedom in education, and in consequence of the fact that all medical institutions, as above stated, have their origin in private endowments, often in fact through voluntary contributions, there are, besides the general medical schools, also those in which only one branch of practical medicine is taught. As an instance, I can mention the dental and orthopaedic institutions. In the construction of artificial teeth and limbs, hands, fingers, etc., the Americans cannot be excelled."

Dr. Valcourt, of Paris, in a report to the minister of public instruction (1869), praised in high terms the American feature of demonstrative teaching by diagrams and colored drawings. He represents that this graphic form of instruction is carried to an extent and perfection unknown in his own country, and advised its adoption as an aid both to teacher and pupil.

The official circulars of the Johns Hopkins University, at Baltimore, Md., published in 1877, show that measures are there in progress for building up a medical department of a very high character. At present, instruction is given only in biology and chemistry. A large hospital is in process of erection, which is to afford a field for clinical instruction. A fellowship, yielding \$500 per annum, was recently offered for competition, one of the subjects of examination being physiology. "When the medical department is organized, it will be independent of the income derived from student fees, so that there may not be the slightest temptation to bestow the diploma on an unworthy candidate, or rather, let me say, so that the Johns Hopkins diploma will not be a greenback, but will be worth its face in the currency of the world." (*President Gilman's Address, in 1876.*) The indications are that laboratory and clinical work will be particularly thorough, and the instructors carefully selected for their special ability. The plan of instruction will more nearly approach that of a German university of the best class than that of any college of medicine now in operation in this country.

The American Medical College Association was organized in 1877, with twenty-three colleges, as original members, subscribing to its constitution and by-laws. More than one-half the total number of schools are in accord with the proposed objects of this organization, and others are expected to join. One object is the introduction of some uniformity and a mutual understanding between the members, as well as the removal of the abuses belonging to the prevailing system of college formation. The articles of confederation require of its members a regular

session of not less than twenty weeks in each year, and not more than one regular session in the same year. The schools joining the association must require from their candidates for graduation satisfactory evidence of three years' study under a reputable practitioner of medicine; two full courses of lectures at some college recognized by the association; and a successful examination in the seven principal branches of education. The honest payment of fees is exacted; the proportions of the beneficiary system are reduced; and the issue of "honorary" degrees is limited. The association has this in its favor, that it fixes a minimum of requirement below which no institution can well descend and remain within the pale of respectability. It discourages the issue of fraudulent diplomas, and frowns upon unlicensed practice; that is, it declines to accept, in the case of candidates for a medical degree, any number of years of practice as an equivalent for attendance upon college instruction. It also draws a sharp line between "regular" and "irregular" (homœopathic, eclectic, and botanic) practice, thereby making each division responsible for its own faults and failures. Some matters of importance are left to the discretion of the members (colleges). These are: the tariff of fees; the gradation of studies; the composition of the examining board; the graduation thesis; the compulsory attendance upon practical anatomy, laboratory work, and clinical teaching; the conferring of the *ad eundem* degree upon graduates of non-affiliated schools; and the increase of the regular term to a period longer than twenty weeks in the year.

From the above statement concerning the plan of this association, and from a comparison of its merits with its defects, the conclusion is inevitable that medical education will be the gainer by its organization and continued success. While it is probable that the Harvard school, and a few others of the highest character, may refuse to join it, the more respectable of those which still adhere to the present system will unite to promote its objects and to elevate, gradually, the standard of medical education. It is too early to predict the success of this association; but it is proper to say that there are in it, as delegates, not a few capable and honest men who are thoroughly in earnest to effect a reform from within the schools. A new organization, called The American Academy of Medicine, was formed (Sept. 1876) with the avowed purpose of improving the status of the student of medicine by "encouraging young men to pursue regular courses of study in classical, scientific, and medical schools, before entering upon the practice of medicine." Those physicians only may become members of the academy who have graduated from academic institutions, and hold the degrees of Master of Arts and Doctor of Medicine. This body is at present presided over by Dr. F. H. Hamilton of New York; and its membership now numbers about fifty.

The last report of the U. S. Bureau of Education (1876) presents the following statistics

in regard to schools of medicine in the United States: Number of institutions, 102 (regular, 63; eclectic, 4; homœopathic, 11; dental, 11; pharmaceutical, 13); number of instructors, 1,201; number of students, 10,143. The total value of grounds, buildings, and apparatus belonging to these institutions was \$3,489,800; and the total number of volumes in their libraries, 64,858. (See *Statistical Table* in the Appendix, which has been compiled expressly for this article.) For a full account of medical education in the United States, see *Contributions to the History of Medical Education and Medical Institutions in the United States*, by N. S. Davis, A. M., M. D., a special report, issued by the Bureau of Education (Washington, 1877).

Medical Education in England.—A general revision of the list of recognized examining bodies and of the entire scheme of preliminary examinations has been made by the General Council of Medical Education and Registration, which commenced its 24th session in London, on the 10th of May last. The recommendations made by this body are as follows: "(1) That no person be allowed to be registered as a medical student unless he shall have previously passed a preliminary examination in the subjects of general education as hereinafter provided; (2) That it be delegated to the executive committee, to prepare annually, and lay before the council for recognition, a list of examining bodies whose examinations fulfill the conditions of the Medical Council as regards general education; (3) That, for the present, testimonials of proficiency granted by educational bodies, according to the subjoined list, be accepted, the council reserving the right to add to or take from the list; (4) That it be recommended to the licensing boards not to accept the certificate of proficiency in general (preliminary) education from any of the bodies the names of which are contained in the list annually circulated, unless such certificate testify that the student to whom it has been granted has been examined in the following subjects: (a) English language, including grammar and composition; (b) arithmetic, including vulgar and decimal fractions, and algebra, including simple equations; (c) geometry, the first two books of Euclid, or the subjects thereof; (d) Latin, including translation and grammar; also in one of the following optional subjects: Greek; French; German; elementary mechanics of solids and fluids, meaning thereby mechanics, hydrostatics, pneumatics, and hydraulics; (5) That it is desirable that the examinations in general education be left to the universities and such other bodies engaged in general education and examination as may, from time to time, be approved by this council, and that it be delegated to the executive committee to communicate with the licensing bodies on the subject; (6) That it be recommended to the various licensing bodies to instruct their examiners in professional subjects to report to them any cases in which decided ignorance in the subjects of general education has been displayed by the candidates,

with the name of the board or boards before which the preliminary examinations have been passed, and that the licensing boards be requested to transmit such report to the registrar of the General Medical Council."—A degree in arts of any university of the United Kingdom or of the colonies, or of such other universities as may be recognized, from time to time, by the Medical Council is considered a sufficient testimonial of proficiency. The "subjoined" list includes, in addition, the matriculation, and various intermediate examinations, of the universities of the United Kingdom and colonies, the examinations of the incorporated medical societies of the Kingdom, the examination for a first class certificate of the College of Preceptors, the examinations for commissions and appointments in Her Majesty's service, military, naval, and civil, and some others. — Medical education is given by means of clinical practice in 11 institutions in London: St. Bartholomew's Hospital and College, St. Thomas's Hospital, Guy's Hospital, St. George's Hospital, Middlesex Hospital, London Hospital, Westminster Hospital, University College Hospital, Charing Cross Hospital and College, King's College Hospital, and St. Mary's Hospital; also, in 16 provincial medical schools.

METHODISTS. The *Methodist Episcopal Church* in the United States has 4 theological seminaries, besides which there are theological classes in several of the academies and colleges. The Boston University School of Theology has professorships of comparative theology and the history and philosophy of religion; systematic theology; exegetical theology; practical theology (2 professors); and the history of theology. It has a library of 5,000 volumes, and, in 1877, returned 108 students. The Garrett Biblical Institute, at Evanston, Ill., has chairs of instruction in exegetical theology; systematic theology; Hebrew and Biblical literature; practical theology; and elocution. There are also several non-resident lecturers. Its working library numbers 3,500 volumes, besides which the students have access to a reference library of 30,000 volumes. The Drew Theological Seminary, at Madison, N. J., was founded in 1867. Its departments are historical theology; Hebrew and exegetical theology; practical theology; New Testament exegesis; systematic theology; and elocution. The Scott Centenary Biblical Institute, Baltimore, Md., was organized in 1866, and was opened in 1872.—The *Freedmen's Aid Society* gives especial attention to the educational wants of the freedmen of the South. Its operations extend through all the Southern States, but are most actively prosecuted in the cotton and Gulf states. It has collected and disbursed in ten years, for the education and physical relief of the freed colored people, the sum of \$862,449.55. Its receipts, for the twelve months ending July 1., 1877, were \$70,442.65. It sustains 5 chartered institutions: Central Tennessee College, Nashville, Tenn.; Clark University, Atlanta, Ga.; Claflin University, Orangeburg,

S. C.; Shaw University, Holly Springs, Miss.; and New Orleans University, New Orleans, La.; — one medical college, the Meharry Medical College, Nashville, Tenn.; — and 12 institutions not chartered: Wiley University, Marshall, Texas; Haven Normal School, Waynesboro, Ga.; Rust Normal Institute, Huntsville, Ala.; Bennett Seminary, Greensboro, N. C.; Cookman Institute, Jacksonville, Fla.; Walden Seminary, Little Rock, Ark.; La Teche Seminary, La Teche, La.; Orphans' Home, La Teche, La.; Andrews Seminary, Dallas, Texas; La Grange Seminary, La Grange, Ga.; Dadeville Seminary, Dadeville, Ala.; Meridian Academy, Meridian, Miss. These institutions were attended, in 1876 — 7, by a total of 3,170 pupils, of whom 393 were students in the Biblical department, 10 in law, 32 in medicine, 64 in the collegiate department, 285 in the academic, 1,065 in the normal, 541 in the intermediate, and 780 in the primary department. It is estimated that more than 60,000 children have been taught by teachers trained in the schools of the society.—The *Missionary Society* of the Methodist Episcopal Church sustains day and boarding schools in connection with its missions to Roman Catholic and heathen countries, and has theological schools or classes connected with most of its missions. Two girls' schools and 4 day schools of the Central and Northern China missions, in 1876, reported 106 pupils; and 19 day schools, in the Eastern China mission, had 327 scholars. The evening schools in connection with the Chinese mission at San Francisco, Cal., had an average attendance of 75 pupils; and the Woman's Foreign Missionary Society gave instruction to 24 Chinese women in the same city. The India Conference, in 1876, reported 194 schools, including vernacular and Anglo-vernacular schools, with 324 teachers, a total attendance of 7,411, and an average daily attendance of 5,013 pupils. The Christian, Hindu, and Mohammedan religions were all represented among the pupils. Three schools were supported in the Bulgarian mission, with 3 teachers and 46 scholars. Four teachers, 5 student helpers, and 127 students were returned in the 6 day schools in Japan, besides which a school of the Woman's Foreign Missionary Society, at Tokio, had 35 pupils. A Mexican and English Female School has been established in the city of Mexico by the Woman's Foreign Missionary Society; and 10 day-school teachers, working under the mission in Mexico, had charge of 302 scholars. Five day-schools are taught in connection with the domestic mission in New Mexico, with 156 scholars. The 14 day schools of the mission in Liberia were attended by 279 scholars. The report of the Society for 1876 gave a total, for all the missions, of 247 schools and 9,158 scholars, with the remark that the statistics were incomplete. The number of Sunday-schools in the same missions was 715, and the number of scholars in the same was 33,216. The most important of the missionary institutions for theological instruction is the Martin

Missionary Institute, at Frankfort-on-the-Main, Germany. It was founded in 1858 at Bremen, was endowed by John T. Martin, of Brooklyn, N. Y., and, in 1868, was removed to Frankfort, where suitable buildings were provided for it. It has a director and a professor, and has already educated about 80 ministers.—The India Conference Theological Seminary, at Bareilly, was founded in 1872, and has buildings valued at \$10,000, and a scholarship endowment fund of \$55,000. It has a principal and an assistant teacher, and was attended, in 1876, by 34 students, 11 of whom had completed a 3 years' course. "The examination of the students," says the report of the educational committee of the conference, "showed that they had acquired a fair knowledge of such subjects as exegesis, homiletics, Church history, and the Hindu and Mohammedan controversies".—An academy, or high school, has been established at Monrovia, Liberia, and steps have been taken toward establishing a Biblical institute at the same place; but these institutions have failed to accomplish as much as was desired, on account of the difficulty of getting competent teachers who are willing to remove to that country.—Other theological and Biblical institutes, or classes, of the Society are at Fuhchau, China (11 students); Stockholm, Sweden; Rustchuk, Bulgaria (2 teachers and 6 students); in Italy (3 students); at Puebla and Guanajuato, Mexico (8 students). The superintendent of the mission at Buenos Ayres, in the Argentine Republic, was employed, in 1873, to draft a school system for the municipality; and the missionary at Rosario, in the same country, has been for several years examiner of the public schools of the municipality.

The two branches of the Methodist denomination formerly called the Methodist Protestant Church and the Methodist Church were united, in May, 1877, into one church, to be known as the *Methodist Protestant Church*. The basis of union provided for the consolidation of the Board, and the general educational enterprises of the two denominations, under the common control of the united church. The Board of Ministerial Education, which is designed to assist in the education of candidates for the ministry, has a permanent invested fund of \$4,400, the interest of which only is to be used for educational purposes, besides a fund for distribution subject to its order at all times. Its appropriations to beneficiaries are limited to \$100 for the first, and \$150 for the third year, to each student. Seven young men pursuing their studies at Adrian College were assisted by this Board in 1876. The trustees of two colleges—Adrian College, of the former Methodist Church, and the Western Maryland College, of the former Methodist Protestant Church—presented reports to the Annual Council of the Church, which was held at Springfield, Ohio, in July, 1877. Adrian College, at Adrian, Mich., had an endowment fund which amounted, after deducting all liabilities and doubtful assets, to \$34,693.50, of which \$25,000 were as yet unproductive, but were con-

sidered well secured. Exclusive of the endowment fund, the assets of the institution amounted to \$125,000. Western Maryland College, at Westminster, Md., has buildings and grounds valued at \$35,000, and is open to both sexes, with the same corps of teachers, but with differences in the course of study. Special attention is given to the theological class, who are entrusted during their stay in the college with the conduct of the religious exercises of the meetings for prayer, class meetings, etc., in connection with the professors who may be in attendance. The Board of Missions has a school for girls at Yokohama, Japan, which, in its last report, returned 5 scholars.

The *African Methodist Episcopal Church* is a body of 214,806 members and 33,525 probationers, all colored. It was organized in 1839, and is similar in all points of doctrine and usage to the Methodist Episcopal Church. It is making vigorous efforts to secure the education of its people. Its total contributions, in 1875—6, for purposes of education, literature, and missions, were more than \$42,000. It has undertaken to establish 13 schools, of which 5 have gone into successful operation. The principal institution, Wilberforce University, near Xenia, Ohio, is intended to be a college of high rank. Its property is valued at \$65,251; it has 10 professors and teachers; and returned 600 students in the four years from 1872 to 1876. The schools at Atlanta, Ga., Galveston, Texas, Washington County, Texas, and Cokesbury, S. C., in 1876, returned 7 teachers and about 380 scholars. Other schools were projected at Louisville, Ky., Baton Rouge, La., Greensboro, La., Hagerstown, Md. in Florida, and in Arkansas. A Bureau of Education was instituted by the General Conference of 1876.

The *African Methodist Episcopal Zion Church* differs but little from the last named church in doctrine and usage, one of the points of difference being that its bishops are elected for a term of years instead of for life. It numbers about 200,000 members. It is building up 2 institutions for higher education: Rush University, at Fayetteville, N. C., and Zion's Hill Collegiate Institute, near West Middletown, Pa.

The *Colored Methodist Episcopal Church* was organized in 1870, among the colored members of the Methodist Episcopal Church, South. It has about eighty thousand members, and its doctrines and rites are the same as those of the Methodist Episcopal Church South. The General Conference of 1874 approved a plan for the establishment of a school for the education of ministers at Louisville, Ky., and decided to make this institution the central university of the Church. A lot has been bought for the institution, and one of the bishops of the Church is engaged in canvassing the country for funds in aid of the enterprise. Property has been bought for another school at Sardis, Miss. The General Conference, in 1874, also adopted measures favorable to the establishment of an institution for the education of young women.

British Wesleyan Connection of England.—The Committee of Education reported to the Wesleyan Conference of 1877 that their total income for the year had been £184,589, of which £76,931 were from government grants, and that their total expenditures had been £187,843. The total number of schools under the charge of the committee was 872, which had been attended by 179,172 day and evening scholars. The training college at Westminster had 131 male students, and the similar institution at Southland, 105 female students. The schools at Kingswood and Woodhouse Grove are designed for the education of the sons of ministers, the Woodhouse Grove school receiving the younger boys, and that at Kingswood the older ones. They reported together 290 pupils. The schools for girls were attended by 128 pupils. The income of the Theological Institution, for the year 1876—7, was £13,941, and the expenditure left a working balance of £2,844. The institution, although under one head, is divided into three branches, and is in reality three institutions, called the Richmond, Didsbury, and Headlingby branches. It is stated, in the reports of the institutions, that so great is the demand of the foreign stations for ministerial supply, that it is extremely difficult to keep the students through the later years of their course.—A connectional school has been established under the care of the Irish Wesleyan Conference at Dublin, which was attended, in 1876—7, by 180 students. A subscription of \$50,000 has been obtained for its benefit, a considerable proportion of the sum having come from the United States; and \$20,000 more is asked for.—The Wesleyan Missionary Society sustains day schools of the primary and academic grade in connection with all of its missions in the British dominions and colonies, on the continent of Europe, in India, Ceylon, China, Australasia, Polynesia, West Africa, South Africa, and the West India islands; with colleges or training institutions at Cannstatt, Würtemberg; Colombo, Galle, and Jaffna, Ceylon; Free Town, Sierra Leone; Heald Town, South Africa; the Fiji and Friendly Islands; and York Castle, Jamaica. The report of the society for 1877 gave the total number of pupils in all the schools as 148,770.—The French Methodist Conference is affiliated with the British Conference, and is partly dependent upon it. It has a theological school at Lausanne, Switzerland, which was attended, in 1876—7, by 7 students, and a school for girls at Nîmes, which has trained, since its establishment, 36 years ago, more than 600 pupils. A school for young men at Nîmes was closed in 1877, for lack of financial support.

Primitive Methodist Church.—The Primitive Methodist Conference of 1877 gave its sanction to the erection of buildings for a new institute at Manchester as soon as the state of the funds should render it likely that the property would not be encumbered with debt. Bourne College, Birmingham, is a new institution started by Primitive Methodists, but not connected with

the Conference, and, at the close of 1876, had 50 students. The theological institution at Sunderland reported to the Conference that 21 young men had passed through their course of study during the last term. The officers of Elmfield College, York, reported that the course of instruction had been extended, and important additions had been made to the laboratory and gymnasium. The Ladies' College at Clapham-Common, London, had been attended by 31 pupils. All of the schools of the denomination were represented to be full; and there was an obvious need of additional institutions, or of enlarged accommodations at the present ones. A school is sustained, in connection with the mission of this church, at the island of Fernando Po., West Africa.

United Methodist Free Churches.—A new connectional institution, called Ashville College, was opened at Harrowgate on the 17th of July, 1877, under the charge of a head master assisted by a second master, and with 38 pupils in attendance. The report of the theological institute stated that new premises had been secured, by means of which its accommodations would be largely increased.

METRIC SYSTEM. Although nearly a century has elapsed since the construction of the metric system, in France, and notwithstanding its many advantages as a *decimal system* of weights and measures, it is very far from being the generally adopted international system which it was supposed it would rapidly become. Near the close of the 18th century, the representatives of several nations in Europe, at the suggestion of the French government, took the preliminary steps to effect its adoption; and, during the last thirty years, it has been recognized and encouraged, if not adopted, by the legislation of nearly every enlightened nation. Great Britain legalized it in 1864, and the United States in 1866. France, Germany, Denmark, Sweden, Spain, Portugal, the Netherlands, Belgium, Switzerland, Austria, Italy, Greece, and most of the South American states have made it their standard; and it has been recognized and used to some extent in the mint, postal department, and Coast Survey of the United States. The system was legalized in Germany in 1868, and four years afterward was made obligatory.—Considerable progress has also been made to introduce it fully and effectively into the educational systems of the states or cities of the Union. Its teaching has been very generally recommended in educational journals, and by teachers' associations in most of the states. Recently, an earnest and active movement was commenced to accomplish this object, by means of the establishment of the American Metric Bureau (July, 1876), which has its head-quarters at Boston, and which publishes the *Metric Bulletin*, a journal devoted to the advocacy of the system. The Bureau met at Montpelier, Vt., last July, and after a thorough discussion of the proper methods of teaching the system, appointed a committee of experienced educators (principals of the Massachusetts nor-

mal schools, and others) to prepare a manual for the purpose of guiding and facilitating the instruction.—The system had, some time previously, been endorsed by the Massachusetts Teachers' Association, at its meeting in December, 1876, at which time a paper on *The Metric System* was read by William F. Bradbury, of the Cambridge High School, in which he claimed that the simplicity and convenience of the system would "finally conquer all difficulties and prejudices," and that a full year would be saved to the pupils of the elementary schools by its substitution for the present cumbersome system of weights and measures.—The National Academy of Sciences, at its session in January, 1877, adopted the following resolutions in relation to its general introduction as a branch of instruction in schools:—(1) That the National Academy of Sciences is deeply impressed with the importance of educating the community, and especially the youth of the country, in the principles and use of the metric system of weights and measures now permissively established by law. (2) That, in the opinion of the Academy, no measure promises so certain success to this end as the introduction of the study of the system into the common schools of the country, and the explanation of the system to school teachers by competent persons. (3) That it be recommended to universities and colleges to make the metric system of weights and measures a subject of examination, and a necessary qualification for admission to these institutions. (4) That the Academy considers it highly desirable that the discretionary power granted by Congress to the postmaster-general to use metrical weights in the post-offices, be exercised at the earliest convenient day.

The Cincinnati Society of Natural History, at a recent meeting, expressed its "approbation of the general use of the system, and its desire to aid in preparing the public mind for its adoption;" also recommending "the practical teaching of it in the public and private schools of Cincinnati." The system has been taught regularly and successfully in the Girls' High School of Boston, to about 600 pupils. In some of the colleges, it has received considerable attention, or has been fully adopted. In Lafayette College, as in many others, it forms a part of the requirements for admission, and is kept constantly before the students in all the departments, and is exclusively used in the Pardee Scientific Department. In Tufts College, it is used exclusively in the department of physics and astronomy. It has also been introduced for practical use in Otterbein University.—Many teachers of elementary schools have introduced this system, and simple apparatus have been constructed to aid in the teaching of it according to the Pestalozzian or objective method. Recently, the School Committee of Boston appropriated a small sum of money for the purchase of apparatus to be experimentally used in the public schools. Inexpensive apparatus of this kind has been prepared by the Metric Bureau,

and can be obtained at its office in Boston. The Bureau has also issued *The Teachers' Metric Manual*, a guide to the most effective teaching of the metric weights and measures. The present indications are that the metric system will be rapidly introduced as a branch of elementary instruction in the schools of all parts of the United States. In the mean time, legislation is looked for from Congress, to which petitions have been presented; and some of the most influential members are taking considerable interest in the subject. Hon. B. G. Northrop, secretary of the Connecticut Board of Education, says: "Aside from the question of its early or ultimate adoption in the United States, and even were it certain that it would never become the exclusive system here, it ought to be regarded as an essential part of a common school education, and to hold a place in the course of study of every American school." See *Annual Report of Board of Education of Connecticut* (New Haven, 1877), in which the educational importance of this subject is fully and ably reviewed.

MICHIGAN. The principal changes made in the school law of this state by the legislature, in 1877, were a restriction of the power of school-districts to borrow money, the period for which indebtedness may be incurred being limited to 10 years; a provision that no school-district shall be divided, and no two districts consolidated, unless by the consent of a majority of the resident tax-payers; and an extension of the system of teachers' institutes over all the counties of the state. The state superintendent is now required to hold annually, either in person or by a suitable proxy, an institute in every organized county having more than 1,000 children of school age, and in any other county where 15 teachers make a petition for such a meeting. In thinly settled portions of the state, teachers from different counties may unite in asking for an institute. An annual institute for the state is also to be held for the purpose of arranging work for those of the counties. For the support of these meetings the state appropriates \$1,800, and this amount is increased by requiring a fee of \$1 from every male teacher who receives a certificate, 50 cents from every female teacher so licensed, and an admission fee of 50 cents from every teacher attending the institute. The legislature refused, however, to pass a bill restoring the county superintendency, that system having been abolished two years before, on the ground of economy. Much harm had resulted to the schools of the state from this action, and a vigorous movement was undertaken with the view of restoring it in a less objectionable shape. A bill providing for uniformity of text-books throughout the state was also presented, but failed. The legislation of the year, therefore, leaves the question of efficient supervision still unsettled, although by far the most urgent subject now demanding attention, the present mode being very deficient, as experience has clearly shown. Speaking of the economy of the township system of supervision—the system now in use—State

Superintendent Briggs testified to its inefficiency, in one respect, in the following words: "The statistical reports returned are so incomplete in number and make-up that no account is here made of them. It is impossible to show by figures, from anything yet received, the real expense of this (the township) system of supervision, as compared with the county superintendency."

The *state superintendent* is Horace S. Tarbell, who was elected in 1876, for two years, his term of office beginning in January, 1877.

[Horace Sumner Tarbell was born at Chelsea, Vt., August 19., 1838. He graduated at Wesleyan University, Middletown, Ct., in 1859, and taught in Ontario till 1865. He was principal of the New York Central Academy, McGrawville, N. Y., from 1865 to 1866; principal in Detroit, Mich., from 1866 to 1871; and superintendent of the schools of East Saginaw, Mich., from 1871 to 1877. While holding this last position he was elected to the office of state superintendent by a much larger vote than was given for any other officer at the same election.]

The following summary of *school statistics* is taken from the latest report (Sept. 4., 1877):

Number of children of school age (5—20) ..	469,444
" attending the public schools	357,139
Number of school-houses	6,078
Number of teachers, males	3,781
" " females	9,220
Average monthly salary, males	\$42.54
" " females	\$27.45
Average length of school term in months ..	7.4
Total valuation of school-houses and sites ..	\$9,159,680

The *school receipts* were as follows:

District taxes	\$2,217,960.99
Two-mill tax	492,146.94
Primary-school fund	211,055.56
Balance from previous year ..	601,938.79
From all other sources	263,019.31

Total

The *school expenditures* were:

For teachers' salaries	\$1,934,960.86
For sites, buildings, repairs, etc. ..	317,842.13
For all other purposes	927,908.88

Total

Normal Instruction.—The state normal school at Ypsilanti, in 1876, had 722 students in attendance, 79 of whom graduated. The supply of teachers, however, from this source is entirely inadequate to the wants of the state. The appropriation made in 1877 for the maintenance of this school was \$64,600, of which \$30,000 is to be used in erecting a new building. Battle Creek has undertaken to provide for the training of its own teachers by organizing a normal class in the high school. The next most powerful aid to the proper training of teachers is the annual state institute and its representatives which are held in the various counties of the state. The first institute held under the new law was at Evart, from the 13th to the 17th of August, 1877. On this occasion, the state superintendent delivered an earnest address, and from this, his first public utterance, on the subject of the school reforms which are needed in the state, the hope is expressed that the teachers' institutes will be made to perform their

full part in the work of providing competent teachers. The state central institute was held at Lansing on the 20th of the same month, the attendance of teachers being more than 200. Other institutes were held during the year at Chesaning, Port Huron, Flint, Bronson, Alpena, Safine, and Galesburg, and many other places, and as the number of teachers enrolled in the Fall institutes alone was more than 1,000, the new law, it is believed, will tend to greatly increase the extent and efficiency of institute work. The State Teachers' Association held its annual meeting at East Saginaw, December 27th—29th. The need of reform in the matter of school supervision was here again urged, and occupied a large portion of the time of the association.

Secondary Instruction.—The number of high schools which reported to the state superintendent, in 1875, was 286; the number of preparatory schools, 8; of business colleges, 9. There are, in addition to these, many private secondary schools which make no report.

Superior, Professional, and Scientific Instruction.—The nine institutions of the state for superior instruction, according to the latest returns, had a total of 120 instructors, 1,909 students, of whom 781 were of the collegiate grade, and 48,450 volumes in their libraries. They all admit both sexes, and each has a scientific in addition to a classical course. The number of students in the state university at Ann Arbor, at the beginning of 1877, was 1,080. Graduates from the high schools of Ann Arbor, Battle Creek, Coldwater, Detroit, Fenton, Flint, Grand Rapids, Jackson, and Pontiac were admitted the previous year on diplomas. The state appropriation for the support of the university, made in 1877, was \$49,000. Battle Creek College, at Battle Creek, founded in 1875, is under the control of the Seventh-Day Adventists. It has a preparatory, a collegiate, a normal, a commercial, and a Bible course. Grand Traverse College, at Benzonia, founded in 1865, is under Congregational control. Only a preparatory department is in operation. The Rev. Lewis R. Fiske has acceded to the presidency of Albion College. The number of graduates, in 1877, was 12—8 males and 4 females. Three theological departments, according to the latest returns, had 11 professors and 54 students; one law department, 4 professors, 309 students, and a library of 3,500 volumes; two medical departments and a medical college, 30 professors, 425 students, and 1,600 volumes; one dental department, 3 professors and 33 students; and one department of pharmacy, 12 professors and 64 students. The State Agricultural College had 12 instructors, 166 students, — 5 of whom were women — and a library of 4,000 volumes. It received, in 1877, an appropriation of \$48,673.60. Two colleges for women reported, in 1876, having together 19 instructors and 168 students, of whom 120 were of the collegiate grade.

Special Instruction.—In the institution for the education of the deaf and dumb and the

blind, at Flint, the method of articulation for the deaf and dumb has been introduced with great success. The number of pupils, in 1876, was 212. The appropriation made, in 1877, for its support was \$92,600. The State Public School, at Coldwater, which is both a school and an asylum, in 1876 employed 31 persons in its management. The number of children received was 413. Of this number, 117 were indentured; 8 were returned to the counties; 2 were sent to the reform school; 3 ran away; and 27 died. The products of the farm, gardens, and industrial departments were considerable, and contributed materially to render the institution self-supporting. The appropriation made in 1877 for its maintenance was \$100,800. — The State Reform School, at Lansing, has been itself the object of a decided reform during the last three years, by the abolition of nearly all the features which made its penal character so offensively prominent. The result has been most satisfactory, the discipline being in every way improved. The attendance, in 1876, was 230; the appropriation for its support, in 1877, \$53,000.

DETROIT. The estimated population of this city, in 1876, was 110,000. An important change was made during the past year in the course of study pursued in the schools. This consists in prohibiting the use of reading-books as spelling-books in the lowest grades, a practice by which pupils have been prevented from completing the course in reading at the proper time. Changes were also made in the mode of studying geography, and in the time devoted to arithmetic, the character of the knowledge acquired in the former being modified by the use of different text-books, and the course pursued in the latter being made as near as possible complete during the first seven years. The study of French, German, or Latin, also, is hereafter to be optional. — An important event in the school history of the city was the completion of the high school, which occurred during the year. The course of study in the high school is such as to render it the direct stepping-stone to the state university; but, as a large majority of those who enter it as pupils never go any further, particular attention is paid in the arrangement of studies to the wants of this class, by making the work in the English language and in natural science unusually extensive. Mathematics and history are also studied; and military drill, under the direction of a United States army officer, is given. The school is managed by a principal and 18 instructors — 3 males and 15 females.

The *city superintendent* is J. M. B. Sill, appointed in 1876, for three years.

The chief items of *school statistics* are as follows:

Number of children of school age (5 to 20)	34,593
Total enrollment	13,739
Average daily attendance	8,760
Number of teachers	221
" " pupils in primary schools	6,040
" " " grammar schools	2,748
" " " high schools	630
" enrolled in evening schools	278

GRAND RAPIDS. The school officers of this city are a board of education consisting of 16 members, and a city superintendent. A large and flourishing high school stands at the head of the city system, and so rapid has been its growth that its accommodations have been found inadequate. The *city superintendent* is A. J. Daniels.

The population of the city, in 1876, was 29,000. The number of children of school age was 8,900; number enrolled in the public schools, 6,305; average attendance, 3,167; number of teachers, 80; receipts for school purposes, \$92,679.21.

MINNESOTA. The most exciting event growing out of the school legislation of this state, in 1877, was in connection with the text-book question. By a law passed February 23, 1877, the contract for supplying the text-books needed in the public schools of the entire state for 15 years, was given to a single individual. This arrangement resulted in great delays in furnishing the books, with consequent injury to the schools, and also permitted the adoption in many cases of inferior works. The harm done by this ill-considered legislation is pointed out by the state superintendent, and was made the subject of special consideration by the State Teachers' Association at its meeting in August. A series of resolutions was adopted by that body, with only one dissenting voice, in which, after declaring that "the schools are seriously hindered in consequence of want of books," they appeal to the legislature "to repeal it (the law) unconditionally." Some slight changes in the school law were made during the year, but none of a radical nature. They relate to the beginning of the school session, the use to which the state school fund is to be put, the visitation of schools, the qualifications of teachers, the annexation of territory to school districts, and the restriction of the right of petition. The changes proposed by the state superintendent, as needful to correct errors and defects in the present law, are: (1) an adoption of the township system of school-districts, on account of its favorable influence on taxation and the size of the schools; (2) an apportionment of the county tax on the basis of the enrollment of pupils rather than on the valuation of property; (3) the requirement of compulsory attendance on the part of teachers at the county institute; (4) a restoration of that provision of the old law which required petitions for changes in the boundaries of districts to be signed by a majority; and (5) the appointment of county superintendents, if the present method — that of election by the people — should lead to the choosing of incompetent men, from merely partisan considerations.

The *state superintendent of public instruction* is David Burt, appointed in 1875, and re-appointed in 1877.

The number of common school districts, in 1877, was 3,628; independent districts, 43; special districts, 29. The number of school-houses was 3,141 — stone 76, brick 130, log 648, frame 2,287. The following are the principal items of *school statistics* for 1877:

Number of children of school age (5 to 21)	238,362
" enrolled in public schools.....	162,551
" " " private schools.....	9,500
" of public schools.....	3,845
" of teachers, males.....	1,711
" " females.....	3,031
Average monthly salary in rural schools, males.....	\$36.75
Average monthly salary in rural schools, females.....	\$28.31
Average monthly salary in cities (both sexes).....	\$40.85
Average length of school term in months.....	5.2
Amount of permanent school fund.....	\$3,378,569.00
Total valuation of school property.....	\$2,982,516.00
The amount of money appropriated for the support of schools was as follows:	
By apportionment.....	\$221,327.22
" one-mill tax.....	209,836.74
" special taxes.....	750,162.62
Total.....	\$1,181,326.58

Besides the number of persons of legal school age, there were nearly 2,000 under 5 years of age, and about the same number over 21 years of age, who attended school at some time of the year.

Normal Instruction.— After a temporary check to the progress of the normal schools, produced by an unreasonable demand for re-trenchment, in 1875, the three state schools of this grade were at length placed upon a more permanent basis, by the passage of a law, in 1877, which requires a definite appropriation each year for current expenses, leaving all extraordinary wants to be supplied by special grants. An important reform has been slowly going on in the normal schools, which consists in requiring a fee for tuition in the preparatory departments; in raising the standard for admission, and thus enabling the schools in time to dispense entirely with such departments; and, by rigid examinations in other ways, making the entrance of persons who are unfit for the profession of teacher more difficult. The efforts already made in this direction have resulted in a higher degree of scholarship in the upper classes, which has permitted the establishment of an advanced normal course in each of the schools. The enrollment and attendance in these schools, in 1877, were as follows: Winona (normal department), males 65, females 156; (preparatory department), males 30, females 50; (model school), males 53, females 70; Mankato (normal department), males 63, females 112; (model school), males 19, females 20; St. Cloud (normal department), males 46, females 99; (model school), males 43, females 22. The number of graduates from these schools was as follows: Winona, 42; Mankato, 23; St. Cloud, 19. Connected with the last school is a normal home for women, which is conducted on the co-operative plan adopted at Mt. Holyoke. The family there collected consists of about 28 members, and the cost of living has been reduced to a very small amount. Sixteen teachers' institutes were held during the year, the instruction in which was given principally by teachers from the normal schools, under the direction usually

of the state superintendent. The term of each of these meetings was, on an average, 2 weeks; and more than 1,200 teachers were in attendance.

— The Minnesota Educational Association is a body composed largely of teachers whose object is "to elevate the character and promote the cause of popular education in the state of Minnesota." It holds annual meetings at which discussions are held and papers read similar to those presented in teachers' associations. The last meeting was held at Mankato, in August, the attendance being large and the proceedings being of unusual interest.

Secondary Instruction.— There are more than 580 graded schools in the state employing more than 500 teachers. Only a few of these schools, however, afford instruction sufficiently advanced to qualify their graduates for admission to the state university. In order to meet this deficiency the university has always had a preparatory department; but a movement is now on foot to raise the standard of study in the high schools, so that the university may do away with its preparatory department, and thus restrict its energies to their proper sphere. The average length of the high-school term is 8.8 months; in some of the cities, it is increased to 10 months. The average attendance is 19,519. Besides the high schools and the preparatory departments connected with the colleges, there are many private schools for secondary instruction, some of them verging upon the college grade. Some of the principal of these are St. Mary's Hall, Faribault; Minnesota Academy, Owatonna; Gustavus Adolphus College, St. Peter; St. Olaf's School, Northfield; St. Croix Valley Academy; Wesleyan Methodist Seminary, Waseoia; St. John's Seminary, St. Josephs; St. Paul Select School, Grove Lake; Taylor's Academy, and Leighton Academy, at St. Paul. The last is for females, exclusively. The Minneapolis Business College and the St. Paul Business College fit pupils for participation in active business life. In the former of these a 3 months' training school for teachers was organized in the summer of 1877, which was well attended, and gave encouragement for the opening of a similar school in 1878.

Superior, Professional, and Scientific Instruction.— Four institutions for superior instruction, according to the latest returns, had a total of 53 instructors and 701 students, of whom 155 were of the collegiate grade. The number of volumes in their libraries was 17,500. Two of these institutions admit both sexes, and three have scientific as well as classical courses. Hamline University and Macalister College are temporarily suspended. Three theological schools, in 1875—6, had 17 professors, 72 students, and 7,500 volumes in their libraries. Two colleges for women reported, in 1876, having together 15 instructors and 178 students, of whom 62 were of the collegiate grade. The enrollment in the State University at Minneapolis was, in all departments, 303—males 210, females 93. The number of graduates was 16. No degree higher

than that of Bachelor has yet been conferred by the university, but measures are now being taken to enable graduates to attain the degree of Master. Some slight changes were made in the course of study and some additions were made to the equipment. The museum was enlarged, a plant-house was opened in connection with the course of study in botany and horticulture, and the library was very much enlarged by transferring to it the books of the state library, making it thus "the largest and possibly the best in the state."

Special Instruction.—The Institution for the Education of the Deaf and Dumb and the Blind, at Faribault, is divided into two departments, the inmates of each being accommodated in a separate building. There are 90 pupils in the deaf and dumb department, and 14 in that for the blind. The school course requires 4½ hours' daily study and 3½ hours' practice in the shop. The deaf-mutes are taught both the sign language and articulation. The latter method is employed with about 10 per cent of the pupils.

St. Paul. The estimated population of this city, in 1876, was 33,600. Its schools are governed by a board of education of 18 members, and a city superintendent. It has a high school, established in 1870, from which principally the lower schools are supplied with teachers. The enrollment in it, during the year past, was 238; the number of graduates in June, 21. The great improvement noticed in this school is rapidly commending it to public favor.

The present city superintendent of St. Paul is L. M. Burrington.

The following are the more important items of school statistics for the year ending June 30., 1877:

Number of children enrolled in public schools.	4,316
Average attendance.....	2,900
Percentage of attendance on monthly enrollment.....	94
Number of teachers.....	75

MISSISSIPPI. Numerous changes have taken place recently in the school law of this state, the most important occurring in 1876. In April of that year, the date of the commencement of the school year was changed; that portion of the school fund which was invested in United States bonds was directed to be converted into bonds of the state, and to be distributed, principal and interest, to the counties of the state; the money accruing to the treasury for fines, licenses, etc., was also directed to be distributed; the law directing a levy of a two-mill tax for school purposes was repealed, any deficiency so produced to be made good from the general fund. The law also regulated and defined the salaries of county superintendents and teachers, basing those of the latter upon the average daily attendance of pupils; it consolidated the separate county funds into one general school fund; authorized the levy of a special tax in cities and towns for current school expenses; fixed the length of the school year at 5 months, except in certain specified cases; and authorized teachers to contract with patrons for

additional compensation, or to charge additional tuition. In the latter case, the trustees may establish other schools for children whose parents or guardians are unable or unwilling to pay such extra charge; but in case such other schools are not established, then the pupils for whom such provision was contemplated may remain in the schools free of charge. In addition to this general legislation, many special laws have, from time to time, been passed, applicable to certain cities, towns, or counties, in which local conditions had given rise to peculiar wants. In 1876, State Superintendent Gathright issued an address to the county superintendents and to teachers, calling their attention to the pressing duty of educating the colored people, and suggesting, as one of the most efficient means for beginning this work correctly, a more careful examination of applicants for the position of teacher in colored schools. He urged upon county superintendents a closer acquaintance with the schools under their direction—an acquaintance which may be obtained by communication with the teachers and more frequent visits to the schools; the wisdom of keeping aloof from party politics, and of establishing, instead of several inferior schools, a few good ones, in which particular attention should be given to writing, spelling, and composition. As the condition of the schools had been, up to that time, very unsatisfactory, the views of the teachers throughout the state were specially solicited, for the double purpose of discovering the best way to make the school law effective, and of supplying the legislature with the necessary information in regard to the wants of the schools. On the resignation of Superintendent Gathright, his successor, in his annual report for 1875—6, called attention to the reactionary policy of the legislature in regard to county superintendency—a policy almost inevitable from the extreme nature of previous legislation—and asked that the provisions of the former law in this respect should be restored. He devoted much space in his report, also, to a defense of the right of the state to support schools by taxation.

The state superintendent, in 1877, was Rev. Joseph Bardwell, D.D., who was appointed, in September, 1876, to fill an unexpired term which ends December 31., 1877.

The imperfect way in which the school law of Mississippi is administered by the county officers is shown most clearly in the lack of school returns—24 counties, in 1876, failing to make any report whatever to the state superintendent. From the last reports of the remaining 50 counties are taken the following items of school statistics:

White children of school age (5 to 21 years)	171,062
Colored " " " " " "	184,857
White children enrolled in public schools.	76,026
Colored " " " " " "	90,178
Average monthly enrollment, white.....	65,384
" " " " colored.....	68,580
Number of teachers, white.....	1,973
" " " " colored.....	1,005
" " " " males.....	1,261
" " " " females.....	1,017

Average monthly salary, white.....	\$41.08
" " " " colored.....	\$38.54
Total receipts for school purposes.....	\$441,422.00
" expenditures for school purposes.....	\$417,760.00

Normal Instruction.— This grade of instruction is provided for by the laws of 1870, 1872, and 1874. The schools which have been opened according to those laws are the state normal school, at Holly Springs, and the state normal department of the Tougaloo University, at Oxford. These are both for the training of colored teachers. The former, in 1876, had 3 instructors and 88 students — 29 males and 59 females; the latter had, in the same year, 4 instructors and 112 students — 79 males and 33 females. *Teachers' institutes*, also, are theoretically provided for by law in each congressional district; but to what extent they have been held it is difficult to ascertain. A *state teachers' association* was organized at Jackson in September, 1877, the meeting continuing for three days (7th, 8th, and 9th), and being attended by the leading educators of the state, connected with both public and private schools; and the intention, there expressed, of establishing and perfecting a system of good public schools in the state, was strengthened by the harmony and unanimity of sentiment which prevailed.

Superior, Professional, and Scientific Instruction. Five institutions for superior instruction, according to the latest returns, had a total of 35 instructors, and 748 students, of whom about 200 were of the collegiate grade. Three of these institutions admit both sexes. Six colleges for women reported, in 1876, 43 instructors, and 3,630 students, of whom 419 were of the collegiate grade. Alcorn University and the University of Mississippi have agricultural and mechanical departments. The latter also has a law department. In the university proper, the number of students, in the autumn of 1877, was 300, and this was increasing daily; the prospect being that, by the 1st of January, 1878, the number of students would reach nearly 500. The university is reported as in excellent condition. The chancellor is Gen. A. P. Stewart, who is supported by an able faculty. The Bishop Green Associate Mission and Training School, an Episcopal theological institution, at Dry Grove, was organized in 1868. In 1875—6, it had 4 professors, 16 students, and a library of 1,200 volumes.

Special Instruction.— The Asylum for the Blind, and the Institution for the Education of the Deaf and Dumb are both located at Jackson. The amount appropriated for each, during the year 1875—6, was \$10,000. The former had 26 pupils; the latter, 36 — 20 males and 16 females.

MISSOURI. In this state, the imperfection of the school law and the unsatisfactory way in which it is enforced engross much the larger part of the report of the state superintendent for 1876. "The most faithful administration of the existing laws," in the words of this officer, "has succeeded in giving to the legislature and

the world an annual report by the state superintendent, which bears upon its face the evidence of its own incompleteness. There is scarcely a county in the state whose educational condition is fully and accurately reported." The defects thus charged relate not only to local maladministration, due in many cases to ignorance, but to open disregard of the law, and even to a fraudulent misappropriation of the school moneys. The result of all this upon the schools is most disastrous. "Many districts," says the superintendent, "are cursed with poor schools, conducted by so-called teachers, who are so incompetent as to be unable to calculate the average daily attendance of pupils, and the average number of days each pupil has attended the schools under their charge." Nearly all the losses and difficulties are ascribed to frequent changes in the school law and to the want of proper local superintendents. The remedies proposed are: (1) efficient county supervision; (2) a system of teachers' institutes, attendance upon which shall be obligatory; and (3) an increase in the length of the school year to a minimum of at least 6 months in every district. The collection and appropriation of the school moneys of the state have been carried on with the same laxness which has so largely caused the deterioration of the school system, the uncertainty of the law leading different officers to interpret it differently. For the evil effects of this also the superintendent points out a remedy.

The *state superintendent* of public schools is Richard D. Shannon, who was elected in 1874 for four years.

The following figures, taken from the latest report, give only an approximately correct idea of the condition of the schools:

Number of children of school age (6 to 20)...	723,861
Number of children attending public schools.....	394,848
Average daily attendance.....	181,432
Number of schools for whites.....	7,257
" " " " colored children.....	338
Number of teachers, males.....	5,904
" " " " females.....	3,747
Average length of school term in days.....	60

The *school receipts* were:

From local taxation.....	\$882,397
" public funds.....	470,121
" other sources.....	420,947

Total.....	\$1,773,465
The total expenditures for the same period were.....	\$2,374,961

How far the above presents an accurate account of the school statistics for 1876, may be judged from the following words of the state superintendent: "It has been impossible to gather complete statistics of the number of the school population in the state, the whole number of schools taught, the average attendance for the whole state, the average tax levy, the average cost *per capita* of public instruction, the total amount expended per year for public schools, the average salaries paid to teachers, the average length of school terms, etc. There is not a man in the state of Missouri who has full and satisfactory knowledge upon these points."

Normal Instruction.—The five normal schools of the state have made, during the year, "progress which is marked, and satisfactory to every one who is capable of forming an intelligent estimate of their work, and who has examined it." The St. Louis normal school course was extended, in 1876, from 2 years to 2½ years, in order to make instruction and training more effective; while, by another resolution previously passed, a better preparation for admission is required. The close connection of this school with the district schools of which it is the head has produced a uniformity in the school system of the city which permits the graduates of the normal school to enter with ease any one of the district schools. The number of teachers so supplied since the organization of the school is 569. The number graduated in 1876 was 82. Efforts were made, in 1875, by the state superintendent to raise the standard of acquirements for graduation in the three normal schools at Kirksville, Warrensburg, and Cape Girardeau. The other state normal school—Lincoln Institute, at Jefferson City, designed for the training of colored teachers—is so burdened with debt as to impair its efficiency and even to threaten its existence.

Secondary Instruction.—No correct report of the public high schools of the state is possible, for the reasons above given. There is a large number of private and denominational schools of a secondary grade in the state, which, being outside of the public school system, make no report to the state superintendent or to the U. S. Commissioner of Education. There are, besides, preparatory schools or departments connected with many of the higher institutions of learning, together with business colleges in the cities. Fifteen of the former were reported in 1876, which employed 30 instructors and gave instruction to 1,239 students; and six of the latter, in which there were 39 teachers and 1,363 students.

Superior, Professional, and Scientific Instruction.—The State University, in 1876—7, had 463 students, including 19 agricultural, 18 normal, 31 law, 29 medical, and 27 mining. Women are admitted to all the departments of the university on the same terms as those granted to men; and the post-graduate course is open to the graduates of all colleges in the state which are empowered to confer degrees, and to those of the normal schools. Depending as it does, however, on the common schools of the state for its supply of students, its efficiency has for many years been greatly impaired by the defective training which these have given. Recently, however, its means and facilities have been extended and increased, and nothing is now needed to place it in the position which it should properly hold but the co-operation of those to whom the school interests of the state have been entrusted. Washington University had 939 students (law, 67; collegiate, 29; polytechnic, 41; female department, 267; academy, 315; evening school, 220). Sixteen other insti-

tutions for superior instruction, according to the latest returns, had an aggregate of 167 instructors and 2,193 students, of whom 480 were of the collegiate grade. In their libraries were 67,800 volumes. Many of these institutions admit both sexes, and have scientific as well as classical courses. Baptist College, at Louisiana, organized in 1869, has a collegiate and a preparatory department. The Central Wesleyan College, at Warrenton, under Methodist Episcopal control, was organized in 1864. It has a preparatory, a collegiate, a normal, a theological, and a commercial course. Pritchett Institute, at Glasgow, which admits both sexes, was organized in 1866. It offers a preparatory, a collegiate, and a post-graduate course. This institution is non-sectarian. Thayer College, at Kidder, organized in 1869, is under Congregational control. It admits both sexes, and has a preparatory, a collegiate, and a normal department. In 1876, ten colleges for women reported 80 instructors and 922 students, of whom 416 were of the collegiate grade. The number of volumes in their libraries was 3,000. According to the latest returns, three schools and departments of theology had 19 professors, 255 students, and 12,400 volumes in their libraries; six of medicine, 59 professors and 416 students; one dental college, 12 professors and 14 students; and one college of pharmacy, 3 professors and 78 students.

Special Instruction.—The deaf and dumb of Missouri are chiefly provided for at the state institution in Jefferson City. The attendance there in 1876 was 224. The combination of intellectual and industrial training usually given in such institutions is here pursued, and many have already been placed in the way of maintaining themselves after graduation. The experience of this institution, however, in the use of articulation as the medium of instruction does not agree with that of some others of its class; the conclusion reached, after an experiment of more than two years, being that articulation cannot be depended upon in the case of congenital deaf-mutes, though in that of semi-mutes it may be. The state institution for the education of the blind, at St. Louis, gives instruction in English branches, natural philosophy, music, civil government, and in several industrial branches. Music is more extensively pursued than any other study, and the progress made is very rapid. The number of pupils, in 1876, was 110.

ST. LOUIS. This city, the largest in the West, had, in 1876, an estimated population of 475,000. No changes, except those necessary to the full development of the system according to which the schools have for some time been in operation, are reported during the last year. The normal school, which, for several years, was unable to supply all the teachers required by the district schools, now annually graduates more than the necessary number; and the attendance and graduation at the high school shows a similar increase. The most interesting and important event connected with the system is the develop-

relate to the length of the school term, which, according to the recommendation of the superintendent, should be increased to a minimum of 6 months; to the care and renting of the school lands, which are now despoiled by transient settlers with impunity, through want of proper legal provisions to protect them; to the formation of normal classes in the high schools, while awaiting a more favorable time for the establishment of normal schools; and to the establishment of public libraries for the use of illiterate adults. The method proposed for the accomplishment of this last result is to authorize each school-district to raise, by special tax, or any other available means, a moderate sum for the creation and support of such a library.

The present territorial superintendent is Cornelius Hedges.

[Mr. Hedges was born in Westfield, Mass., October 28, 1831. He was educated at the academy in his native place, and at Yale College. He taught for several years in Easton, Berlin, and Southington, Ct., and at length engaged in the practice of law. He has been for some time probate judge of Lewis and Clarke County, Montana, and, in 1872, was appointed superintendent of public instruction, to which position he has since been biennially re-appointed.]

The number of school-districts in Montana, in 1876, was 99. The number of public school-houses was 83, of which 4 were for graded schools.

The items of special interest in the school statistics of 1876 are as follows:

Number of white children between 4 and 21 years of age.....	4,238
Number of colored children between 4 and 21 years of age.....	33
Number enrolled in the public schools.....	2,734
" of teachers, males.....	64
" " females.....	46
Average monthly salary.....	\$63.50
Total valuation of school-houses.....	\$56,080.00
Total receipts for school purposes.....	\$37,903.18
" expenditures " ".....	\$35,287.06

Besides the public schools above mentioned, there were 11 private schools in the territory, having an attendance of 186 pupils. These schools were chiefly of the elementary grade; and their attendance was rapidly decreasing, owing to the superior facilities afforded by the public schools. This was especially the case in Lewis and Clarke County. So decided was the increase in the popularity of the public schools that the lower grades were filled, and it was found necessary to exclude all children under 6 years of age. The state superintendent declares that in educational matters Montana has taken, and easily maintains, the lead of all the territories. He adds, however, that "we can hardly expect any considerable growth (material or educational) till some railroad gets nearer than 400 miles."

MONTENEGRO. This little principality has an area of 1700 square miles, and a population of about 150,000. The following account of its educational condition is chiefly derived from a work on Montenegro published by a Servian writer, Gopcevic, in the German language (*Montenegro und die Montenegriner*, Leipsic, 1877).

The people of Montenegro speak the Servian language, and take a very active part in the national movement which is pervading the whole of the Servian nationality; although for centuries they have formed an independent commonwealth. The incessant wars against the Turks proved so fatal to the state of education among this people that a Montenegrin who was able to read and write was gazed upon as a miracle, even the clergy being only able to read the Servian and the old Slavic church language. This condition of things lasted until the reign of Pietro II. (from 1830 to 1852), who was himself a distinguished Servian poet; he also restored the printing office in Cettigne. The monks endeavored to establish a few schools, in which reading, writing, arithmetic, and a little geography and history were taught; but these schools were soon discontinued on account of non-attendance. The successor of Pietro II., Danilo I. (1852—1860), enlarged the printing office, and caused several school books to be printed. He also made great efforts to establish schools; but their number remained limited to three, because the Montenegrins showed no desire whatever to learn, but preferred their customary mode of life. The present prince, Nicholas I., who, as a national poet, is idolized by the whole Servian nationality, has succeeded in carrying out a complete and radical reform. An educational law has been issued, which makes the instruction of both boys and girls obligatory, and which, in order to overcome the reluctance of the people to send their children to school, provides that not only shall instruction be given gratuitously, but that the pupils shall be also gratuitously furnished with all the necessary books and stationery, and that stipends, prizes, and other rewards shall be given by the state government to the best scholars. The prince has had the satisfaction to find that his efforts have not been in vain; for, in 1877, Montenegro had 71 people's schools, one normal school, and one female high school. Both the normal school and the female high school are situated in the capital of the principality. The people's schools are attended by about 3,000 boys and 300 girls. The expenditures of the state government for supporting these schools amount to about 22,000 florins, derived from the income of the monasteries. The admissions to the normal school, or, as it is called in Montenegro, the Teachers' Academy, are made upon the recommendation of the school teachers. The instruction is gratuitous, and all the expenses are borne by the state government. Connected with it is a model people's school. The subjects taught are religion, history, logic, natural science, mathematics, languages, pedagogy, and geography. The hours of instruction are confined to the forenoon; the afternoon is devoted to study, gymnastic exercises, and recreation. Military exercises are performed on Sundays. The course of instruction extends over three years. After its completion, the pupils may decide whether they will become teachers, priests, or state officers. In case they choose the profession

of teaching, they receive at once a salary and free lodging. The cost of maintaining this seminary amounts to about 8,000 rubles (\$5,872).

The female high school was established in 1869, and costs the state government about 5,500 rubles (\$4,037). The institution has room for 30 pupils, 20 of whom are educated at the expense of the state; but there are boarders who pay 200 florins (\$90.60) annually.

MUSEUM, Educational. The word *Museum*, from the Greek *Moisa*, originally meant a temple of the muses, or, in general, a place devoted to learning, science, and art. The most famous museum of antiquity, in the latter sense of the word, was that of Alexandria, in Egypt, which is said to have been founded by Ptolemy Philadelphus (284—246 B. C.). It was located in a part of the royal palace, and served also for a library. It was frequented by scholars, who were supported at the public expense, in order that they might be able to devote themselves wholly to literary and scientific pursuits. (See *Cycl. of Ed.*, art. ALEXANDRIAN SCHOOL.) The Emperor Claudius added a second museum which was called after him. See PARTHEY, *Das Alexandrinische Museum* (Berlin, 1838); KLIPPEL, *Ueber das Alexandrinische Museum* (Göttingen, 1838).

Toward the close of the middle ages, the name *museum* was sometimes used in a wider sense, to denote a collection of rare and interesting objects relating to the natural sciences and to the fine arts; sometimes, in a narrower sense, as the name of a depository of the remains of ancient classic art, especially of plastic works. The first museum of this kind was established in Florence, which was soon followed by a number of others in the large cities of Italy. Gradually museums were established in most of the countries of Europe, those of Paris, London, St. Petersburg, Vienna, Berlin, Munich, and Dresden, being among the most famous. Sometimes museums were established for monuments and antiquities of a particular class; thus, an Egyptian museum was founded in Turin, in 1824, and the Germanic museum in Nuremberg, in 1853. The name is now frequently applied to collections of objects relating to particular sciences. Thus there are museums of anatomy, zoölogy, hygiene, and recently, of pedagogy. The importance of such museums to students must be quite obvious.

The Centennial Exhibition of 1876 appears to have given quite a strong impulse to the establishment of educational museums in the United States. This has been the result not only of the exhibition itself, as showing what has already been accomplished in this regard in some of the countries of Europe, but of the donation to the United States, by many of the European governments, of their Centennial exhibits, for the reception of which a new building on the grounds of the Smithsonian Institution has been projected, one wing of which has been devoted to an educational museum. The Russian pedagogic museum, as represented at Philadelphia in the Centennial Exhibition, excited the special

admiration of educationists. This institution was an outgrowth of the great educational revival which was promoted by the emperor after the emancipation of the serfs, in 1861, being established in 1864 as an educational depository, or museum, of school furniture and apparatus. In 1871, its functions were greatly enlarged, the institution being erected into a grand *pedagogic museum*, forming a separate department of the Museum of Practical Science of St. Petersburg. This institution mainly supplied the Russian educational exhibit in 1876. It was described as "containing 2,700 kinds of illustrative apparatus suited to all branches of instruction and all grades of educational institutions, and also a teachers' library of 12,000 volumes." — Of a kindred character is the Educational Depository of Ontario, which was organized in 1851. The following summary of its contents will show the character of the collection: (1) Reports and documents relating to systems and institutions; photographs, plans, and models of school buildings and school fittings and furniture; blank forms; (2) specimens of pupils' work; (3) the materials of object lessons, maps, charts, globes, philosophical instruments, collections in natural history, etc.; (4) text-books, books relating to teaching, library and prize books. The objects of this institution are thus stated: (1) To provide a complete educational museum, where teachers, school officers, and all others interested in education, may obtain information in relation to the management of schools; (2) To bring to general notice the best plans of building and furnishing school-houses, and the best kind of apparatus and appliances to be used as means of instruction, in such a way as to lead to their adoption; (3) To furnish to school trustees and others, under certain conditions, these articles at the lowest possible price.—Other examples of educational museums are afforded by the Educational Collection of the South Kensington Museum, in England; the Pedagogical Department of the Industrial Museum, at Zürich, Switzerland; and the Permanent Exhibition of Means of Instruction, at Vienna. The South Kensington collection was commenced by the Society of Arts in 1854, and now contains thousands of specimens of educational apparatus and appliances, besides a library of 20,000 volumes pertaining to pedagogy. Within the present year, an educational museum has been established in the Netherlands, at Amsterdam, on a very complete and comprehensive plan. (See NETHERLANDS.) Museums of this character have also been established in Italy. The foundation of a national educational museum in the United States has been strongly advocated, much material for the purpose having been collected by the U. S. Commissioner.—See Report of J. Ormond Wilson on *The National Museum*, in *Proceedings of the National Educational Association*, Salem (J., 1877); also *Report of the Secretary of the Conn. Board of Education for 1877*; and *Special Report on the Ontario Educational Exhibition*, by J. G. Hodgins, LL. D. (Toronto, 1877).

NEBRASKA. In this state, the changes in the school law, during the year 1877, were few and unimportant, relating chiefly to the admission of non-resident pupils and the suspension of such as are disorderly; and to the qualifications necessary for obtaining teachers' certificates.

The state superintendent is Samuel R. Thompson, elected in 1876.

[Samuel Rankin Thompson was born in South Shepango, Crawford Co., Pa., April 17., 1833. He was educated in the common schools, and at Westminster College, where he graduated in 1861. He was acting professor of mathematics in the college in 1856; served as superintendent of his native county from 1860 to 1864; and was professor of natural sciences in, and vice-principal of, the state normal school at Edinboro from 1864 to 1867. He organized the high school in Pottsville, and, from 1868 to 1871, was principal of the West Virginia State Normal School. In 1872, he became dean of the Nebraska State Agricultural College and professor of agriculture there, and was instrumental in organizing the institution and shaping its policy. In January, 1877, he entered upon the duties of his present office, the term of which expires in 1879. During his educational career Mr. Thompson has been largely engaged in institute work, his chief professional aim being to render the work of the common school more effective, and to render learning tributary to the advancement of skilled labor. For 15 years, he has been a contributor to educational and agricultural papers.]

The condition of Nebraska, in regard to education, is partly shown by the following summary of school statistics for the year ending April 1, 1877:

Number of children of school age (5-21)	92,161
" enrolled in public schools.....	56,774
" of graded schools.....	64
" ungraded schools.....	2,432
" teachers.....	3,392
Average monthly salary, males.....	\$35.46
" " females.....	\$31.80
" number of days taught by each teacher.....	98
Apportioned from state tax.....	\$89,573.90
" permanent fund.....	\$98,459.39
Paid for teachers' salaries.....	\$457,048.70
Total expenditures for school purposes.....	\$1,027,192.21
" value of school property.....	\$1,862,385.88

Normal Instruction.—The state normal school at Peru is described by the state superintendent as "a true teachers' school," than which "no single normal school in the country is doing more genuine work in the training of teachers." The principal changes made in this school, during the last two years, have been the establishment of two new courses (an elementary and a higher course); and an extension of the study of the art of teaching through all the years of the course, so that any student who enters the school, no matter how short his stay there, will receive some instruction in his chosen profession. The extension of this study so as to include the elementary course is regarded as especially important, since the number of students who enter this course but do not pass on to the higher, constitutes by far the larger part of all in the school. There is a model school connected with

the institution, which was organized in January, 1876. The annual expenses of the normal school are from \$10,000 to \$12,000. In April, 1877, the normal school board directed that, after that date, diplomas should be given only to those students who should pass a thorough examination at the end of the course; and that a provisional certificate should first be given for one year, to be superseded, at the end of that time, by a permanent diploma, only in case the holder proved to be a successful teacher. In 1876-7, the number of students in the normal school was 265; in the model school, 70. The *State Teachers' Association* holds an annual meeting, usually near the end of March. In 1876, it was convened at Nebraska City.

Secondary Instruction.—Several high schools are reported in Nebraska, and a few private secondary schools, but no recent reports have been made of them. Two preparatory departments reported an attendance of 250 pupils in 1876, and one business college made a return of 5 teachers and 130 students. At the annual meeting of the state teachers' association, in 1876, a committee was appointed to present to the association, at its next meeting, a plan for a system of high schools for the state.

Superior, Professional, and Scientific Instruction.—The three institutions for superior instruction—Doane College, Nebraska College, and the University of Nebraska—according to the latest returns, had 21 instructors and 425 students, of whom 95 were of the collegiate grade. Their libraries numbered 4,250 volumes. Doane College and the University admit both sexes. The latter, situated at Lincoln, is the state agricultural college, one of its departments being provided with a farm on which the theoretical knowledge imparted is reduced to practice. The number of students in this department, in 1876, was 13; the number in the other departments was 269; and the number of graduates, 5. In June, 1876, Edmund B. Fairfield, D.D., LL.D., was installed chancellor. The establishment of a new institution at Omaha, to be called Creighton College, is contemplated by the Roman Catholics. The cornerstone of this college was laid August 24., 1877, and the estimated cost of the building, when completed, is \$150,000.

Special Instruction.—The Institution for the Blind, at Nebraska City, is supported at an annual expense of about \$15,000. The estimate of the amount needed to support it for the years 1877 and 1878 is \$17,750. Instruction is given in English branches, music, mechanics, and such industrial branches as are suited to the condition of the pupils. The number of pupils in the institution at Nebraska City, in 1876, was 21. The Institution for the Deaf and Dumb, at Omaha, during the same year, reported an attendance of 48 pupils—25 males and 23 fe—

males. The medium of instruction is the sign language, though a small class of semi-mutes have been instructed in articulation. A new building was erected for the institution, in 1876, the appropriation for which was \$15,000.

NETHERLANDS. There has been a violent discussion during the year upon the question whether the public schools should retain the unsectarian character which they have had for twenty years, or whether they should be changed to denominational state schools, such as exist in most of the countries of Europe. On the 22d of Dec., 1876, the minister of the interior introduced the draft of a new educational law, which, while it maintained the principle of the undenominational school, was intended to conciliate the Orthodox Protestants and the Roman Catholics, who are united in demanding a radical change. An abstract of this law is given by *Het Schoolblad*, an educational paper of Holland. It provided that the division of the instruction given in elementary schools into common and higher, as regulated by the law of 1857*, should be abolished. There may be, in the future as in the past, public as well as private schools; but the latter can no longer be aided by the communities, the provinces, or the state. In regard to the public schools, the provinces are authorized to aid the communities in supporting their schools, but only in case the communities are proved to be unable to bear all the expenses. Moreover, the contribution made by the province is never to be more than one-half, and never less than one-third of the amount which province and state conjointly contribute to the school of any community. Teachers are, as heretofore, divided into principal teachers, assistants, and *aspirants*. The minimum salary for a principal teacher is 600 (*Dutch*) florins (1 florin = 41 cents); for an assistant, 400 florins; and for an *aspirant*, 100 florins. No distinction as to salary is made between male and female teachers. In connection with every elementary school, an infant school may be established, for which, a female teacher must be appointed. At the head of every private school, there must be a teacher who holds a state certificate. The provision of the old law that the public school, though unsectarian, shall "at the same time train the pupils to the practice of every social and Christian virtue," is retained in the new law. The selection of school books is left to the local school commissions. — While the new law was intended to conciliate all parties, it was not considered satisfactory by any of them, and was severely censured by the organs of every party. In the election in June, the liberal party made the demand for the withdrawal of the educational law, and for an uncompromising maintenance of the unsectarian character of state education, a part of their political platform. As the result of the election was favorable to them, a liberal

ministry was formed on the 3d of November; and the new minister of the interior, Kappeijne van de Copello, soon announced in the chamber the withdrawal by the new cabinet of the educational law.

Educational Statistics. — According to the official report on the condition of the schools of the Netherlands in 1874 (*Verlag van den Staat der scholen*), the number of primary schools was 3,790, and the number of pupils 500,059. The total number of teachers was 11,460; namely, 8,991 males and 2,474 females. There was a large number of evening schools, with 23,791 pupils; and 241 repeating and Sunday-schools, with 573 teachers and 10,975 pupils.

Secondary Instruction. — There were 36 secondary schools, with 348 teachers and 4,504 pupils. The royal polytechnic school had 25 professors and 236 students. — The official report for 1875 was published in February, 1877, showing the total number of common schools, in that year, to be 3,817, of which 1,174 were for higher instruction. Of the common schools, 2,688 were public (among them 489 for higher instruction); 135 were aided private schools, and 994 private schools not aided. The number of male teachers was 9,267, and of female teachers 2,708.

Teachers' Association. — The Teachers' Association of the Netherlands held, in 1877, its 32d meeting, which was attended by 469 teachers. One of the principal subjects of discussion was the employment of female teachers in mixed schools. The meeting unanimously declared that, if a female teacher is to teach successfully and without injury to her health in a mixed public school, she should only have a small class. Her proper place is in female schools, and in schools attended by the children of the wealthier classes.

Educational Museum. — *Het Schoolblad* gives an account of an educational museum which is to be established in Amsterdam, being designed to promote the development of the educational system of the Netherlands by a permanent or temporary exhibition of objects relating to school hygiene, school architecture, and school regulations. The museum is to be located in the same building that contains the pedagogical library of the Teachers' Association of the Netherlands; and it will contain ten groups. The administrative committee will report, from time to time, either in one of the papers of Amsterdam or in its own organ, the proceedings of the directors, giving an account of important occurrences in connection with the museum, and of changes in the objects exhibited. Special meetings are to be held in the museum, at which lectures are to be given on the objects of the exhibition, and an exchange of experiences and opinions is to take place.

Superior Instruction. — The Athenæum of Amsterdam was, in 1877, enlarged and elevated to the rank of a complete university. The Netherlands now have four universities, — of Amsterdam, Groningen, Leyden, and Utrecht.

* A full abstract of the law of 1857 is given in the *Cycl. of Ed.*, art. NETHERLANDS.

NEVADA. The school law of this state was amended in a few unimportant particulars by an act of the legislature passed March 5., 1877. The school system is essentially the same as that established by the school law of 1865. (see *Cycl. of Ed.*)

The *state superintendent* is Samuel P. Kelly, who was elected for four years from January 1., 1875.

The principal items of *school statistics*, for the year 1875—6, are as follows:

Number of children of school age (6 to 18)...	8,475
" enrolled in public schools.....	5,521
Average daily attendance.....	3,832
Number of public schools.....	83
" " high ".....	3
Number of teachers, males.....	36
" " females.....	77
Average monthly salary, males.....	\$112.63
" " females.....	\$85.20

The *school receipts* were:

From state apportionment.....	\$44,247
" county taxes.....	91,221
" district taxes.....	24,091
" other sources.....	9,168
Total.....	\$178,727

The *school expenditures* were:

For teachers' salaries.....	\$101,016
" sites, buildings, repairs, etc.....	48,542
" rent, fuel, etc.....	12,882
" libraries and apparatus.....	321
Total.....	\$162,761

In addition to the number of children above given as receiving instruction in the public schools, there were 931 reported as attending private schools, while there were 1,952 children in the state who did not attend any school whatever.

Normal Instruction.—Though the present school law authorizes the state superintendent, in conjunction with the board of education, to convene an annual state teachers' institute, and make it the duty of the county superintendent to call and preside over the county institute, few such conventions have thus far been held, owing to the very recent settlement of the state and the exceeding sparseness of its population. No normal school has thus far been organized; and the only means, therefore, which exists for guaranteeing the fitness of the teacher for his work consists of the county board of examination. This means has proved so deficient that a system of competitive examinations was established in some parts of the state, and the appointment of a state board of examiners by the legislature has been recommended.

Secondary Instruction.—Three public high schools—at Elko, Virginia City, and Gold Hill—give instruction higher than elementary; and the preparatory department of the state university, together with a private secondary school at Reno, afford additional means for this grade of instruction. In Virginia City, free-hand drawing is one of the studies pursued.

Superior Instruction.—The only institution thus far organized for providing facilities for advanced instruction is the state university, which was opened at Elko, in 1874. The character of the instruction imparted as yet,

however, gives the institution a rank only a little above that of a high school. It is designed to advance gradually the standard as the high schools of the state increase in number and efficiency, so as to supply the university with the material needed for higher education.

NEW BRUNSWICK. A new normal school at St. John was inaugurated August 14., 1877, with appropriate ceremonies, which were followed by a provincial teachers' institute lasting three days. This was attended by 210 teachers and 148 students of the normal school. Various interesting discourses on educational subjects were delivered. By the revised regulations of the board of education, issued in August, provision was made for the establishment of a permanent educational institute for the province, and of a teachers' institute in each inspectorial district, to be organically connected with the school system. The provincial institute is to meet annually in July or August. The number of school-districts in the province, on the 31st of Dec., 1876, was 1,426. Of these, about 100 embrace too few inhabitants to organize a school at present. The number of school-houses owned by the several school-districts, at the same date, was 1,172. The value of these houses, with furniture and grounds, was \$777,735. Of the houses, 619 were erected after the passage of the new school law. The number of pupils in attendance, in the winter term of 1876, was 47,870; in the summer term, 52,020. During the year ending Oct. 31., 1876, there were in attendance 64,689; and during the corresponding period of 1875, the attendance was 62,349. The percentage of enrolled pupils in daily attendance, during 1876, was 57.61, in the winter term, and 53.24 in the summer term. On the 31st of Oct., 1876, there were 325 graded-school departments, being 25.51 per cent. of all the schools of the province. These schools accommodated 17,146 pupils, or nearly 33 per cent. of the children enrolled in the schools for the term; the average daily attendance was 10,268. The whole number of schools in operation during the winter term was 1,134; during the summer term, 1,274; the number of teachers, in the winter, 1,187; in the summer, 1,320. During the winter term, the average salary of male teachers of the first class was \$571; of the second class, \$365; of the third class, \$258; of female teachers of the first class, \$348; second class, \$260; third class, \$191. During that term, 49 superior schools and 14 grammar schools were in operation. The former had an attendance of 2,829, and the latter, 2,463, of whom 829 were in the grammar-school departments proper. The normal school at Fredericton had 119 students during the winter term, and 94 during the summer term. The number of pupils in attendance during the term ending April 30., 1877, was 51,638; during the year ending at that date, 66,390.

NEWFOUNDLAND. The new school law of 1874 was confirmed in 1876. This law provides that the sum of \$58,437 shall be annually appropriated to the support of public schools,

which sum must be equitably divided among the recognized denominations in proportion to their population. Teachers are forbidden to compel the attendance of pupils at religious exercises contrary to the wishes of their parents.—The schools of Labrador are under the control of the district judge, who reports to the government. In 1874, the whole number of schools, Catholic and Protestant, was reported to be 314, with 16,058 pupils. In 1875, the number of schools that reported to the inspector of the Catholic schools was 199, with 5,529 pupils enrolled, and 3,021 in average attendance. The maximum teacher's salary was \$360; the average, from \$80 to \$100.—The bishop of St. John's has founded a college, under clerical direction; and the sisters, in the dioceses of St. John's and Harbor Grace, conduct 18 schools, with about 1,600 pupils.

NEW HAMPSHIRE. In this state, the only event of marked significance, during the year 1876, occurred in connection with the Centennial Exhibition at Philadelphia. Aside from that, the usual routine of school work was pursued without disturbance. The state superintendent, in pursuance of that provision of the law which requires him to "awaken and guide public sentiment in relation to the practical interests of education," visited nearly 200 schools in 60 towns, consulting with teachers and committee men and delivering public addresses. A circular was also prepared by him and addressed to school committees, urging them to renewed vigilance in the examination of teachers, and furnishing them with a list of questions to be put to graduates from the first course of study at the state normal school when they apply for certificates. These questions are to form a part of the written examination considered necessary to supplement the oral one usually given; and, in the absence of teachers' institutes, which have not yet been recognized by the state law, are relied upon to establish more fully the teacher's preparation for his work. Attention is also called to the need of occasional — and the evil of frequent — changes in text-books; to the value of educational meetings, in which parents, teachers, and pupils may be brought together; and to the need of frequent consultations among teachers, by which the methods adopted in different schools may be compared, and the best results preserved for guidance. The principal recommendations made by the same officer for perfecting the school law are (1) a more stringent provision in regard to the expenditure of school money and a better method of reporting in regard to it; (2) an addition to that clause of the law which makes attendance compulsory, by which a stricter enforcement of it would be secured; (3) a provision that two-fifths of the school money should be raised by a tax upon ratable property, and distributed in proportion to the number of pupils enrolled; and (4) a provision requiring towns to place the entire management of their schools in the hands of one set of school officers, chosen for a term

of years, and held responsible for the success of the schools.

The state superintendent at the present time is Charles Algernon Downs.

[Mr. Downs was born in South Norwalk, Ct., May 21, 1823. He completed his education at the University of the City of New York; was county commissioner of schools in 1863; secretary of the board of education of New Hampshire in 1864; and, in 1876, became state superintendent of public instruction, his term expiring in 1878.]

The following summary presents the principal items of the school statistics for 1876:

Number of children of school age (5 to 15)	55,976
Number enrolled in public and private schools.....	66,699
Number enrolled in private schools.....	3,892
" not attending any school.....	4,156
Average daily attendance.....	48,857
Number of school-districts.....	2,143
" " schools.....	2,498
" " teachers, males.....	553
" " " females.....	3,107
Average monthly salary, males.....	\$41.93
" " " females.....	\$25.72
School receipts.....	\$652,714.00
School expenditures.....	\$668,046.00
Total valuation of school property.....	\$2,448,970.00

Normal Instruction.—The annual appropriation for the support of the state normal school at Plymouth is from \$5,000 to \$8,000. The excellent work done by this school since its establishment in 1870 is regarded as a most conclusive demonstration of the wisdom of its originators and supporters. The number of graduates, in 1876, was 35; the total number since its foundation, 170.

Secondary Instruction.—The number of public high schools in the state is 39. In addition to these, there are 39 institutions for secondary instruction, comprising select schools, academies, and seminaries, among which are 8 girls' schools and one business college. The number of pupils reported in all these schools was 4,037; the number of teachers, 157. The most noted, perhaps, of all these schools for secondary instruction is the Phillips Exeter Academy, at Exeter, which was chartered in 1781 and organized in 1783. Its founder and patron was John Phillips, who gave for its establishment and support \$100,000. The number of teachers in this school, in 1876, was 6; the number of pupils, 172.

Superior Instruction.—The only institution of this grade is Dartmouth College, the statistics of which, for 1876—7, are as follows: academic department, 16 professors and 249 students; medical department, 12 professors and 86 students; Chandler scientific department, 18 professors and 74 students; agricultural department, 12 professors and 24 students; civil engineering department (Thayer School), 5 professors and 6 students, making a total of 63 professors and 439 students. The total number of volumes in the libraries was 54,600.—During the year, President Smith was succeeded by the Rev. Samuel C. Bartlett, D. D.

NEW JERSEY. Little has occurred in this state during the past year to change the routine pursued in the schools, or suggest im-

portant modifications of the school law. The thorough and systematic manner in which the educational resources of the state were put upon exhibition at the Centennial Exposition of 1876 testified to the efficiency with which the school system is administered. The exhibit there made, showed the results attained not only by the schools of the cities, but by "those in the country likewise, including those situated in the mountains, along the shore, and in the pines." The scope of this display was most extensive; and the branches illustrated, of the most varied character. It consisted of "drawings, maps, mathematical operations, penmanship, grammatical work, composition, primary work, and all other branches pursued in the schools". This exhibit, in bound form, constituted 438 volumes, and contained 14,859 specimens of pupils' work. Besides the exhibition of work accomplished in the branches usually pursued in schools, there were collections and cabinets illustrating the natural resources of the state, and covering many departments of science, so that a large part of the exhibition had a permanent value aside from the temporary value which belonged to the occasion which called it forth. The special feature, however, in which this exhibit surpassed all others was in the completeness with which all grades of schools were represented. County and city superintendents gave a large part of their time to the preparation of it; and 95 per cent of the teachers participated by sending specimens of the work of 14,000 pupils.

The state superintendent is Ellis A. Apgar, who was elected in 1866, and has since been triennially re-elected.

[Mr. Apgar was born in Peapack, N. J., March 20., 1836. He received his preparatory education in the public school of his native village. He graduated from the state normal school at Trenton, in 1857, and at once engaged in teaching. In 1862, he entered, as a student, Rutgers College, New Brunswick, from which he graduated in 1866. A few months previous to his graduation, he was elected to the position of professor of mathematics in the state normal school. On the creation of the state board of education, in 1866, Mr. Apgar, at the first meeting of the board, was elected state superintendent. By his efforts, the supervision of the schools was transferred from town superintendents to county superintendents. He was instrumental in securing an almost unanimous vote of the legislature, which made the schools free by the levy of an annual state tax; and he has been equally energetic in his efforts to improve the school buildings, furniture, and apparatus. In this last respect, he has been so successful that the aggregate value of the school property has risen, during his administration, from \$1,645,000 to \$6,518,504.]

The principal items of school statistics for 1877 are as follows:

Number of children of school age (5 to 18)	318,378
" enrolled in public schools.....	198,709
Average daily attendance.....	172,197
Number of teachers, males.....	954
" " females.....	2,356
Average monthly salary, males.....	\$63.78
" " females.....	\$37.04
School receipts.....	\$2,050,889.01
School expenditures.....	\$1,965,284.82
Total value of school property.....	\$6,518,504.00

In addition to the number of pupils mentioned above as enrolled in the public schools, there are

42,208 pupils receiving instruction in private schools.

Normal Instruction.—The principal source for supplying the schools of the state with teachers is the state normal school at Trenton. It provides two courses of instruction, one of two years, the other of three. Connected with it is a model school. Graduates from the advanced course receive certificates entitling them, without examination, to teach in the public schools at any time during seven years; those from the elementary course receive a certificate of a lower grade. The Farnum preparatory school, at Beverly, is tributary to the state school at Trenton. In 1876, the number of students enrolled at Trenton was 256; the graduates were 39 in number—28 from the advanced course, and 11 from the elementary. Besides these means for normal instruction, normal classes exist in many of the high schools of the cities and larger towns. Newark, Jersey City, Hoboken, and Paterson are thus contributing to the number of teachers annually furnished by the state.

Secondary Instruction.—The schools which furnish this grade of instruction comprise high schools, private secondary schools, preparatory schools and departments, and business colleges. Of the first of these no special report is made. Of the second, 7 schools for boys, 9 for girls, and 20 for both sexes were reported in 1876, with 163 teachers and 2,416 pupils. Six preparatory schools and departments reported 31 teachers and 183 pupils; and three business colleges, 19 teachers and 398 pupils.

Superior, Professional, and Scientific Instruction.—Four Colleges (New Jersey, Rutgers, St. Benedict's, and Seton Hall), according to the latest returns, had 59 instructors, 783 students—of whom 18 were preparatory and 89 scientific—and 73,000 volumes in their libraries. St. Benedict's College, at Newark, (a Roman Catholic institution, established in 1868), is conducted by the Benedictine Fathers. It is a lay college, and is designed to give young men a classical and commercial education. The Rev. James H. Corrigan has acceded to the presidency of Seton Hall College. Four theological seminaries, according to the latest returns, had 22 professors, 282 students, and 67,000 volumes in their libraries. The Stevens Institute of Technology, in 1875—6, had 13 instructors, 127 students, and a library of 5,000 volumes. Four colleges for women, in 1876, reported 49 instructors, and 381 students—of whom 89 were of the collegiate grade. There were 4,200 volumes in their libraries. Three of these institutions are authorized to confer degrees.

Special Instruction.—The number of inmates in the State Reform School for Boys, at Jamesburg, in 1876, was 214. The State Industrial School for Girls, at Trenton, had, during the same period, an attendance of 30. In both these institutions, the attempt is made to reclaim rather than to punish, the method pursued being to provide the pupils with suitable mental

and physical employment, under mild but firm discipline, with the view to turn their attention and energies toward a respectable way of earning a livelihood, and making that way attractive. No provision has yet been made by the state, in institutions of its own, for the education of the deaf and dumb, or the blind.

NEWARK. In this city the crowded condition of the schools and the need of ampler accommodations are dwelt upon by the superintendent, in his report for 1876. This was particularly the case with the high school. The only new feature introduced into the system during that year was the study of drawing. The general condition of the schools was reported as excellent.

The present city superintendent is William N. Barringer, appointed in 1877.

The following summary of school statistics is furnished in advance of the report for 1877:

Number of children of school age.....	37,315
Number of pupils enrolled.....	17,390
Average daily attendance.....	10,733
Number of teachers, males.....	24
" " females.....	221
Average monthly salary, males.....	\$154.24
" " females.....	\$50.05
Total valuation of school property.....	\$1,015,000.00
School receipts.....	\$211,382.56
" expenditures.....	\$209,152.20

The city system comprises 21 primary, 12 grammar, 2 industrial, and 4 evening schools, besides one colored, one high, and one Saturday normal school.

JERSEY CITY. The whole number of public schools in this city, according to the report of the city superintendent, William L. Dickinson, for the year ending November 30, 1877, is 37, 1 normal school (Saturday), 1 high school, 1 grammar school for boys, 1 grammar school for girls, 13 grammar schools for both sexes, 14 primary departments, 5 separate primary schools, and 1 colored school.

The other important items of school statistics are as follows:

Number of children of school age (5 to 18).....	37,482
Total number of pupils enrolled.....	20,876
Average number of pupils enrolled.....	11,189
Average daily attendance.....	11,126
Number of teachers, males.....	17
" " females.....	273

Total number of teachers..... 290

The number of pupils enrolled, during the year, in the high school was 470; the average attendance was 287; and the number of graduates, 34.

NEW MEXICO. There has been no school legislation in this territory since the last report of the territorial superintendent in 1875. To the statistics of that year (see *Cycl. of Ed.*), a few items are added by the superintendent, for the year 1876, but little information can be gathered from them in regard to the general condition of the schools. The secretary of the territory, the Hon. W. G. Ritch, who is *ex officio* superintendent of schools, writing to the editors of this work, under date of January 17th, 1878, uses the following language: "Our public schools are in a very unsatisfactory condition, except in isolated

instances. Between the opposition of the priesthood, and the inexperience of the people in the control and management of public schools, the situation is far from being satisfactory, judging from the common stand-point of the American public school system. In some of the counties, the schools have been abandoned for the time. In my judgment, there is little immediate hope for general education, unless Congress comes to our aid, taking the control out of the present hands, and, say, placing it in the hands of the territorial officers as a central controlling board; aiding them with funds, and so amending the organic act as to give them full control of all school money."

NEW YORK. *School Legislation.*—The following acts were passed by the legislature of 1877: (1) An act providing that a district may empower its trustees to contract with the board of education of any city to receive into the city schools all children of the district for a term of not less than twenty-eight weeks. This having been done, the district is to be considered as having employed a competent teacher, and is to be allowed a district quota. It also provides that the board of education shall report all the children of school age in the district, and all the pupils from the district, as though they were actual residents of the city. (2) An act amending the general school law of 1864, by authorizing the boards of education of union free-school districts, with the consent of the legal voters of the district, to appoint a clerk. (3) An act to prevent frequent changes of text-books in schools, providing that text-books shall be adopted by the boards of education in the cities or villages, or, in the other districts, by a two-thirds vote of all the legal voters present at the annual school meeting; and that, when so adopted, they shall not be superseded by any other books within a period of five years, except upon a three-fourths vote. (4) "An act in regard to the instruction of common-school teachers in academies and union schools, and to the establishing of examinations by the regents of the university as to attainments in learning."—This act appropriates \$35,000 a year, of which sum \$30,000 is to be applied to instruction, for not less than ten weeks, of teachers' classes in academies and union schools, and \$5,000 to examinations for graduation in those institutions, and for admission to the several colleges of the state. Such teachers' classes must consist of not less than 10 nor more than 25 pupils, the schools receiving one dollar a week for each pupil.

Official Recommendations.—The superintendent of public instruction, in his report for 1877, repeats the recommendation that "candidates for the office of school commissioner be required to be the holders of state certificates, or, in lieu thereof, diplomas of one of the normal schools or higher institutions of learning, with experience in teaching, as legal qualifications."—He also recommends the abolition of the present school-district organization, the placing of all the schools in charge of town boards of education,

to be elected at the annual town meeting, and to exercise all the powers now vested in the trustees of school-districts; the powers of the voters at district meetings to be transferred to the voters at town meetings, and all moneys for the support of the schools, other than the public money, to be levied as a town tax; the school district libraries to be consolidated into libraries for the towns.—Amendments to the law relating to teachers' institutes are recommended, providing for two institutes of one week each in the county, one in the spring and the other in the fall; and that districts which have paid teachers their wages while attending the institute be re-imbursed from the public money, by the commissioners, before making the annual apportionment. He suggests that the legislature provide for the employment of one or two teachers to give exclusive attention to industrial drawing, visiting the schools in which drawing is by law required to be taught.

Official Action.—In June, 1877, the superintendent announced to all the normal schools, except those at Albany and Fredonia, that he had "resolved to direct the discontinuance of the academic departments of the several state normal schools" at the close of the then current term, and that he had determined also, to limit the attendance at the practicing schools to 250 for each school. Of the two schools excepted, one is under the direction of the regents, and the other acts under special law. Two of the schools,—those at Brockport and Potsdam, protested against the order, and claimed that they had official assurance that, in ceding their academic property to the state, they would not thereby lose their academies. They made this so clear, that the superintendent withdrew his order as affecting these two schools, and asked the legislature to appoint a committee to inquire and ascertain whether or not, in the practical operation of the normal schools, there has been any departure from their original purpose; and also what equities any of them may have in their claim to academic departments. The legislature has since responded by appointing the committee asked for.

State Certificates.—Examinations were held in each of the state normal schools, and in the Normal College of the city of New York, in December, 1877, for state certificates; and such certificates were awarded to eleven successful candidates.

Compulsory Education.—Special reports from the several city superintendents to the superintendent of public instruction, show generally, that no steps have been taken to enforce the compulsory law, and that it is not enforced, except to some extent in the city of New York.

The superintendent of public instruction is Neil Gilmour, who was re-elected for a term of three years in 1877.

[Mr. Gilmour was born at Paisley, Scotland, Jan 18., 1810, and was educated partly in that city, and partly at Union College, Schenectady, N. Y. For about eight years he taught school; and, in 1866, he was elected school commissioner, which office he filled from 1867

to 1874, when he entered upon his duties as state superintendent of public instruction.]

The following school statistics are from the report of the state superintendent for 1877:

Number of school districts,—	
in the cities..	708
" " towns..	11,287
" " state.....	11,9
Number of school houses,—	
in the cities..	438
" " towns..	11,395
" " state.....	11,
Number of male teachers,—	
in the cities..	634
" " towns..	7,216
" " state.....	7,850
Number of female teachers,—	
in the cities..	6,044
" " towns..	16,267
" " state.....	22,311
Whole number of teachers....	30,161
Number of teachers employed at the same time for twenty-eight weeks or more,—	
in the cities..	5,890
" " towns..	13,848
" " state.....	19,738
Number of children of school age,—	
in the cities..	744,911
" " towns..	841,323
" " state.....	1,586,234
Number in school some part of the year,—	
in the cities..	407,343
" " towns..	616,372
" " state.....	1,023,715
Average daily attendance,—	
in the cities..	244,236
" " towns..	315,301
" " state.....	559,537
Number of volumes in district libraries,—	
in the cities..	145,436
" " towns..	620,110
" " state.....	765,546
Average time the schools were taught,—	
in the cities..	40.8 weeks
" " towns..	33.1 "
" " state.....	35.7 weeks
Average annual salary paid to teachers,—	
in the cities..	\$728.73
" " towns..	261.66
" " state.....	\$401.04
Raised by local tax, on account of schools,—in the cities..	\$4,868,049.57
" " towns..	2,586,856.47
" " state.....	\$7,454,906.04
Expended for teachers' wages,—	
in the cities..	\$4,292,195.98
" " towns..	3,623,437.53
" " state.....	\$7,915,633.51
Whole sum expended on account of schools,—in the cities..	\$6,237,362.70
" " towns..	4,738,871.75
" " state.....	\$10,976,234.45
Value of school houses and sites,—	
in the cities..	\$19,937,978.00
" " towns..	10,448,270.00
" " state.....	\$30,386,248.00

The state school moneys for the year ending Sept. 30., 1878, were derived from the following sources:

The Common School Fund	\$170,000.00
" United States Deposit "	165,000.00
" State School Tax.....	2,938,207.86
Total.....	\$3,273,207.86

These moneys were apportioned as follows:

For salaries of school commissioners.....	\$89,600.00
supervision in cities and villages....	37,400.00
libraries.....	50,000.00
contingent fund.....	2,241.96
Indian schools.....	3,575.96
teachers' wages in common schools..	3,090,389.94

Indian Schools.—The following are the statistics for the Indian schools:

Number of school-districts.....	28
Number of teachers employed at the same time	29
Number of Indian children of school age....	1,646
Number taught during some part of the year.	1,099
Average daily attendance.....	597
Average time the schools were taught.....	34 weeks
Expenditures on account of Indian schools..	\$9,114.69

Normal Instruction.—The State Normal School at Albany reports 13 teachers, and a total of 660 pupils—505 in the normal department and 72 graduates for the year—33 males and 39 females.—The Brockport Normal School employed 14 teachers, enrolled 940 pupils, 358 of whom were normal students, and graduated 2, of whom 2 were males and 10 females.—The Buffalo Normal School had 16 teachers, and 63 pupils, of whom 309 were normal students; and graduated 34—1 male and 33 females.—The Cortland Normal School had 14 teachers, and registered 769 pupils, of whom 361 were normal students; it had 18 graduates—5 males and 13 females.—The Fredonia Normal School, with 15 teachers and 773 pupils, had 152 in the normal department; and graduated 28 students, of whom 4 were males and 24 were females.—The Genesee School employed 16 teachers, enrolled 81 pupils, 308 of whom were normal students, graduated 27—males 6, females 21.—The Oswego School had 13 teachers, 1,021 pupils on register—483 normal pupils; 64 graduates—8 males and 56 females.—The Potsdam School had 15 teachers, 653 pupils, with 314 normal pupils; graduated 23—males 5 and females 18.

Total of teachers in state normal schools.....	116
Total of pupils.....	6,200
Total of normal pupils.....	2,790
Total graduates for the year.....	278

The legislature appropriated \$18,000 for each of these schools for current expenses, making a total of \$144,000.—In the Normal College of the City of New York, there were, in 1877, including those in the Training Department and in the Saturday sessions for teachers, 63 teachers, with an average attendance of 2,535 students, of whom 683 were in the Training Department, and 518 attended the Saturday sessions. The number of graduates in June last was 222.

Teachers' classes were maintained in eighty-eight academies, and normal instruction was given to 1,902 students—669 males and 1,233 females.—*Teachers' institutes* were held in 58

counties of the state, at which there was an attendance of 11,892 teachers—3,991 males and 7,901 females. In 41 of the 58 counties, the sessions were continued but one week—a change of time in accordance with the present policy of the department of public instruction. An institute of one week, was also held for the teachers of the Indian schools on the Alleghany and Cattaraugus reservations, attended by 50 teachers—6 males and 44 females. The expense to the state, for the institutes, was \$13,024.84.

Private and Parochial Schools.—The number of these schools was, in the cities, 634, with 96,966 pupils; in the towns, 634, with 20,188 pupils; making a total of 1,268, with 117,154 pupils. As compared with 1876, this shows a decrease of 189 schools, and 17,250 pupils.

Secondary Instruction.—The academies and academic departments of union schools have experienced their usual prosperity, and, under the vigorous efforts of the regents for their improvement, are growing in usefulness. The statistics of these schools, from returns for the report of 1878, are as follows:

Number of academies reporting.....	240
Number of teachers employed.....	1,070
Whole number of students.....	29,287
Average attendance by terms.....	22,023
Number of academic scholars.....	7,721
Average age of academic scholars, about	17
Receipts from tuition.....	\$379,281.00
" " other sources.....	684,422.00

Total receipts.....	\$1,063,703.00
Expended, for salaries.....	\$766,842.00
" " other purposes.....	313,779.00

Total expenditures.....	\$1,080,621.00
Value of academic property.....	\$5,684,787.00

The number of candidates examined at the regents' examinations was (Report of 1877):

In arithmetic 18,011, passed 4,120
" geography 16,982, " 6,737
" grammar 16,094, " 5,188
" spelling 16,456, " 7,846

Superior Instruction.—There are 24 institutions of this grade in the state, of which 5 are exclusively for women (Elmira Female College, Ingham University, Rutgers Female College, Vassar College, and Wells College), and 5 are for both sexes (Alfred University, Cornell University, St. Lawrence University, Syracuse University, and the University of the City of New York). The Regents' report for 1877 shows that in these institutions the total number of instructors is 379, with 3,829 students and 721 graduates (exclusive of Alfred University and Elmira Female College, not reported). The total revenue for the year was \$1,317,677; total expenditures, \$1,272,049. The value of the college property amounts to \$16,093,938.—The Elmira Female College was chartered and opened in 1855, and is claimed to be the oldest fully chartered college for women, with a true college curriculum, in the country. It is under Presbyterian control, but other Evangelical denominations are represented in the board of trustees and faculty. The Rev. Augustus W. Cowles, D. D., has been its president from the opening.

The productive funds amount to \$100,000. The regular college course includes Latin, with Greek as an elective study, and Latin is required for admission to it. About 200 students have graduated with the degree of Bachelor of Arts. In 1876—7, there were 11 instructors (4 male) and 111 students, of whom 50 were of the collegiate grade. The libraries contain over 3,000 volumes. Ingham University, at Le Roy, Genesee Co., was established in 1835, and chartered in 1857. It is under Presbyterian control. The college department has two courses: the classical occupying four years, and the literary three. The former includes Latin, with Greek as an elective, and Latin is required for admission to it. The degrees conferred correspond to those granted by institutions of the highest grade. The libraries contain about 3,000 volumes. In 1876—7, there were 17 instructors (7 male) and 163 students, of whom 47 were of the collegiate grade. Mrs. E. E. Ingham Staunton, A. E., is the vice-chancellor. — Rutgers Female College, in New York City, established in 1838 and chartered in 1867, is non-sectarian. The college course includes Latin, with Greek as an elective. Those who pursue the full course receive the degree of A. B.; those who complete the course, omitting the classics, receive the degree of L. B. The library contains 5,000 volumes. In 1876—7, there were 14 instructors (6 male), with 25 preparatory and 34 collegiate students. Thomas D. Anderson, D. D., is the president. — For an account of Vassar College, see *Cycl. of Ed.* — Wells College, at Aurora, chartered in 1866, and opened in 1868, is non-sectarian. For admission to the college classes, Latin and French are required. For a degree, four years of Latin and two of French are required. At the beginning of the Freshman year, students may elect French, Greek, or German; and at the beginning of the Sophomore year, Latin, Greek, or German. The library contains 3,000 volumes. In 1876—7, there were 11 instructors (4 male) and 66 students, of whom 31 were of the collegiate grade. The Rev. Edward S. Frisbee, A. M., is the president. — The Packer Collegiate Institute, in Brooklyn, dating from 1845, is an institution of a high grade, for young ladies.

Scientific and Professional Instruction. — Eight schools of science, in 1877, reported 98 instructors, 4,159 students, and 927 graduates. Of these the schools of science and art of the Cooper Institute reported 26 instructors, 3,276 students, and 823 graduates. The Rensselaer Polytechnic Institute had 18 instructors and 166 students; the School of Mines, Columbia College, 18 instructors and 230 students; and the College of Agriculture and Mechanic Arts, in Cornell University, 20 instructors and 340 students. Four schools of law reported 20 instructors and 680 students; 12 theological schools reported 53 instructors and 621 students; and 14 schools of medicine, 233 instructors and 2,046 students.

Special Instruction. — There are six insti-

tutions for the instruction of the deaf and dumb under the patronage of the state, all of which are reported as being well managed and successfully doing the work for which they were created. These schools, with the number of pupils in each, are as follows:

New York Institution for the Instruction of the Deaf and Dumb.....	507
New York Institution for the Improved Instruction of Deaf Mutes.....	106
Le Conteuix St. Mary's for the Improved Instruction of Deaf Mutes.....	102
Central New York Institution for Deaf Mutes.....	109
Western New York Institution for Deaf Mutes (Chap. 331, Laws of 1876).....	91
St. Joseph's Institute for Deaf Mutes (Girls) (Chap. 378, Laws of 1867).....	150
Total.....	1,065

In the New York Institution for the Blind, there were 185 pupils at the close of the year; and the superintendent of public instruction in his report says: "The results of the work of the institution have been satisfactory, and will, I think, compare favorably with what is accomplished in the best schools of like grade for the seeing." The expense to the state is \$54,000. In the New York State Institution for the Blind, at Batavia, there were 178 pupils,—84 males and 94 females. The trustees, in their report to the legislature of 1877, say: "Frequent visits to the institution, and an inspection of the classes and the various departments, enable the trustees to speak in terms of commendation of the manner in which they are conducted. The institution was never in a more prosperous condition or better working out the benevolent designs of its founders." This institution is supported at an expense to the state of \$55,500. The New York Asylum for Idiots has been so enlarged that it now has accommodations for 310 pupils. The whole number in attendance during the year was 217, of whom 185 were supported by the state. Superintendent Wilbur, in his report, says: "Each year our pupils become more capable of assisting in household matters and in the care of the younger and more helpless pupils." The annual appropriation by the legislature for this institution is \$45,000. The New York Nautical School, under the general management of the Board of Education of the city of New York, is in a flourishing condition, and promises to be an important agent in increasing the efficiency and elevating the morals of our merchant marine. The number of teachers in the school, in November, 1877, was 5; the number of pupils, 222; average attendance, 99; and the number of graduates, 41. The school occupies the U. S. ship St. Mary's, in the harbor of New York.

Teachers' Associations. — The New York State Teachers' Association met at Plattsburgh, late in July, 1877. The programme of exercises was very full, provision being made for more than 30 papers and addresses, besides the usual reports of committees. An unusual number of those advertised to take part, failed to appear. The titles of the papers will show the tenor

of the meeting; and these were treated and discussed in entire harmony with the spirit and import of the kindred papers and discussions at the commissioners' meeting in March, and at the University Convocation, in the early part of July. The papers of more general public interest were: *Primary and Secondary Schools* (S. G. Love); *The Teaching of Drawing in the Public Schools* (C. B. Stetson); *The American High-School, its Claims and Work* (O. Atwood); *Studies suitable for Graded Schools* (M. I. Dana); *Support of Retired Teachers* (J. W. Mears); *History of the Board of Regents and their Work, and the Academies of the State* (D. J. Pratt); *Teachers' Classes in Academies* (N. I. Clark); and *Teachers Institutes, their Utility and Wants, and Modes of Conducting them* (J. H. French).

The State Association of Commissioners and City Superintendents, met at Albany in March, 1877. Various papers were read and subjects discussed, among the more important of which were: the propriety and importance of maintaining the high schools in connection with the free school system; a proposition to abolish the present school-district boundaries, to elect town boards of education to perform the duties of the present trustees, the boards of education in the county to appoint the school commissioners of the county. Resolutions were passed, indorsing the normal schools; proposing an amendment of the compulsory act so as to make provision for the care and education of truant children; recommending that the school age be changed to "6 and 16 inclusive"; and recommending that industrial drawing, United States history, and the elements of political economy and of the sciences, be made a part of the curriculum of studies in the common schools.

The University Convocation met early in July, 1877. The meeting was of more than usual interest, on account of the practical results expected to follow. The papers included a wide range of subjects, and were so numerous as to preclude discussion, except on a few which were of special interest. Among the more important papers, were: *A Plan to Harmonize our Present School System* (J. W. Armstrong) — to throw out academic instruction from the normal schools, and confine them exclusively to the training of teachers. The plan proposed was to arrange a course of studies preparatory to entering the normal schools, these studies to be pursued at such academies as the regents may designate, and the state to pay the tuition; this the writer seemed to think would remove the existing antagonism between the academies and the normal schools, which affects injuriously not only these but also the common schools. — A paper on *The State and Secondary Education* (A. B. Watkins), in which the writer insisted that it is the duty and interest of the state to provide as liberally for secondary as for primary instruction. The duties of citizenship demand, for the intelligent and successful conduct of public affairs, that many shall have

a better education than the primary or common schools do or will give; the work is too great for private enterprise, and it is just, as well as necessary, that the state should do it. — A paper on *University Control* (Alex. Winchell), the drift of which was to show that the corporate body in the university has too much control; the teaching body, too little. The control of expenditures, the employment and payment of instructors, conferring degrees, and all matters of a scholastic nature, should be committed to the faculty. — A paper on *Special and General Culture in our Schools* (Wm. D. Wilson), the main point of which was, that professional men and specialists are far better, stronger, and more useful with a broad culture beyond that which the profession or specialty absolutely requires. — A paper on *Regents' Examinations in Academic Studies* (G. E. Bradley), the points of which were: (1) they will afford a diploma of well known and general value; (2) they will furnish a basis for admission to college; (3) they will incite the student to thoroughness in his studies; (4) they will emphasize the importance of leading and fundamental branches of study. An outline plan for these examinations accompanied the paper. — A paper on *Higher Examinations* (Chancellor Haven) — the feasibility and desirability of bringing, by such examinations, the colleges and universities of the state all upon the same plane of requirement for admission to their several courses of study. — A committee was appointed to prepare a scheme for academic examinations under the law of 1877, and to confer with the colleges and universities in relation to their acceptance of such academic examinations as entrance examinations to their several schools. — The proceedings of the Convocation, and the papers presented, are published annually in the *Report of the Regents*.

NEW YORK (City). No change has taken place in the organization of the school system of this city during the year. In consequence of a reduction in the amount of school moneys allowed by the board of apportionment, it was found necessary to reduce the salaries of the teachers $3\frac{1}{2}$ per cent. The educational condition of the system is represented to be highly satisfactory, as shown by the minute and careful examination to which the work of the teachers is subjected. These examinations are now conducted by departments of study, each of the seven assistant superintendents having charge of particular branches, in which he examines all the schools. In this way, the supervision is made entirely uniform. German is taught in 56 of the grammar schools to 4,223 pupils; and French, in 8 grammar schools to 452 pupils. These branches of instruction are optional, and are limited to 100 minutes a week in each class pursuing either of them.

The city superintendent is Henry Kiddle, elected in 1870, and biennially re-elected since that date.

The whole number of schools, under the care of the board of education is 309, as follows:

46 grammar schools for males; 46, for females; 12 mixed schools (for both sexes); 66 primary departments; 47 separate primary schools; 6 colored schools; 47 corporate schools; 35 evening schools; the Normal College and Training School; the Saturday School (for teachers); and the N. Y. Nautical School. The following table presents the school statistics for 1877:

GRADE OF SCHOOLS.	No. of sch'ls.	No. of teachers.	No. of pupils enrolled.	Average Attendance.
Normal College.....	1	35	2,168	1,334
Training School.....	1	19	1,197	683
Saturday Normal School.....	1	3	746	518
Grammar Schools.....	104	1,219	69,990	40,138
Primary Depts. and Schools.....	113	1,425	135,193	65,334
Colored Schools.....	6	36	2,015	847
Nautical School.....	1	3	222	109
Total in Day Schools..	227	2,740	211,531	108,963
Evening Schools.....	35	378	20,070	8,911
Total in Public Schools	262	3,118	231,601	117,874
Corporate Schools.....	47	199	24,246	9,845
Grand Total.....	309	3,317	255,847	127,719

The total enrollment of different pupils in the day schools during the year was 164,678; the average enrollment was 115,678; average rate of absenteeism, 8 per cent.

The Evening High School completed its eleventh term of 120 nights on the 3d of April, 1877. The students are from all classes of society, from all nationalities, and from all trades and callings. In this institution, the work of the ordinary evening schools is supplemented by means of a more varied and extensive course of instruction, a considerable part of which has a practical reference to the common pursuits of life. The term opened with an attendance of 1,582 pupils, and closed with 738. The average attendance for the term was 1,045. The average age of the students was 21 years, the oldest being 60 and the youngest 13. — The compulsory education law receives considerable attention in this city, its enforcement being intrusted to a superintendent of truancy and 11 agents. The whole number of cases of truancy investigated was 12,599; and of these 3,995 were returned to school, and 432 were non-attendants placed in school. The city superintendent remarks in relation to this law: "The small number of non-attendants brought into the school proves that, as a compulsory attendance law, the amount of good it has accomplished is of very little importance."

The College of the City of New York, the representative of free higher education in connection with the public school system, has had in its five classes, during the year, an enrollment of 1,229 students, distributed as follows:

Introductory Class	Collegiate.....	385
	Commercial.....	396
Freshman Class	Classical Course.....	124
	Scientific ".....	87

Sophomore Class	Classical Course.....	75
	Scientific ".....	48
Junior Class	Classical ".....	37
	Scientific ".....	26
Senior Class	Classical ".....	36
	Scientific ".....	15

Total number of students.....1,229

The expenditures for educational purposes have been as follows:

For salaries of teachers in day schools...	\$2,273,032.08
" " " janitors " " " "	120,353.56
" evening schools (all expenses)	84,238.28
" colored "	36,583.50
" superintendents, clerks, etc.	76,554.86
" supplies, fuel, etc.	220,482.42
" buildings, repairs, and rents.	197,778.39
" Normal College.....	91,893.47
" Nautical School.....	25,908.00
" compulsory education.....	19,278.13
" corporate schools.....	107,198.46
" incidental expenses.....	67,786.81
" College of the City of New York....	144,983.37

Total expenditures.....\$3,471,071.33

Of this amount \$627,683.80 was received from the state apportionment, and the balance raised by local taxation. The amount of state school tax paid by the city, in 1877, was \$1,388,465.07.

The Roman Catholic denominational institutions present the following statistics: 53 parochial schools, with 25,003 pupils; 9 orphan asylums, with 4,202 pupils (partly included in corporate schools); 15 select schools, with 1,404 pupils; and 8 academies, with 1,298 pupils.

BROOKLYN. The attention of the board of education of this city was specially directed, during the past year, to the sanitary condition of the school buildings, the principal inquiry having reference to the amount of air space allowed per pupil in the school rooms. The board, through its committee on health, prepared a schedule showing the seating capacity of all the school rooms of the city, on a basis of 9 square feet of floor space and 150 cubic feet of air space for each pupil, together with the number of pupils registered in the schools. This revealed the fact — not unusual in cities — that the number of pupils was largely in excess of that deemed proper by health officers. Steps were also taken by the board to reduce as much as possible the annual expenses of the schools by the discharge of all teachers and officers not absolutely necessary, and by a general reduction of the teachers' salaries. This last measure was adopted, the amount of reduction varying from 3 to 10 per cent. The annual cost of tuition per pupil was decreased during the year from \$16.04 to \$13.82. The evening schools were held during 16 weeks, and were directed by the board to be continued till March, 1878. The superintendent of truancy reported that 466 cases had been investigated in one month, 177 of these having been re-investigations. Of these cases, 388 resulted in the return of the truants to school. The number of teachers is 23 more than that of the previous year. The apparent increase, however, is 79 but is accounted for by the fact that certain teachers, hitherto employed but not reported

because not legally classed as teachers, have this year been reported for the first time, and to the fact that the teachers in the orphan asylums have also been this year for the first time included.

The superintendent of public instruction is Thomas W. Field, elected in 1873.

The number of public schools in Brooklyn is 56; the number of grammar schools, including two colored, is 42; number of primary schools in separate buildings, 14; number of separate departments—grammar, intermediate, and primary, each having a principal, 109. The number of private schools is estimated at 150.

The following are the items of special interest, taken from the school statistics of the year ending September 30th, 1877:

Number of children of school age (5 to 21)	149,132
" " different pupils	89,559
Average number registered	54,302
" daily attendance	49,491
Number of days the schools were open	205
Number of teachers in day schools, males	36
" " " " females	1,209
Number of teachers in evening schools, males	38
Number of teachers in evening schools, females	154
Total valuation of school property	\$4,729,095

The school receipts were as follows:

From local tax	\$784,696.96
From state tax	269,940.27
From all other sources	10,226.90

Total \$1,064,864.13

The school expenditures were as follows:

For teachers' wages exclusive of colored schools	\$778,450.22
For buildings, sites, repairs, etc.	182,084.93
For colored schools	13,438.42
For all other purposes	151,877.56

Total \$1,125,851.13

ALBANY. The schools of this city are governed by a board of public instruction consisting of 14 members, whose special school officer is a city superintendent. The chief events, during the years 1876 and 1877, were the completion of a new high-school building, and a new primary-school building, and the addition of industrial drawing to the course of study. The branches in which most progress is reported by the examining committee of the board are reading, arithmetic, grammar, and history; while spelling and penmanship are specially indicated as affording room for improvement. The crowded condition of the schools is particularly mentioned; and the recommendation is made that the course of study be extended to 8 years, and that the standard of admission to the high school be raised. Evening schools, which were opened in November, 1876, and closed in May, 1877, are reported as having "failed in a great degree," owing, probably, to want of experience in management.

The city superintendent is John O. Cole.

The number of public day schools is 25, one being a high school and 15 grammar schools. The number of evening schools, during the year, was 8. The following are the chief items of school statistics for the year ending August 31st, 1877:

Number enrolled in the public schools	14,412
Average daily attendance	8,564
Number of teachers, males	15
" " females	166
Salaries of principals, males	\$1,200—\$2,000
" " females	\$600—\$700
" " principals' assistants	\$550—\$650
" " assistant teachers	\$400—\$500
Total valuation of school property	\$730,750.00
School receipts	\$354,880.69
School expenditures	\$284,758.53

SYRACUSE. The estimated population of this city, in 1876, was 55,000. The school board consists of 8 commissioners, one from each ward, and a city superintendent. The disposition toward a reduction of expenses in the management of the schools, which has been observed throughout the country, led, in this city, to the discharge of 16 per cent of the number of teachers, a reduction of the course of study, and a restriction of very young children to a half-day attendance, the last measure being adopted as much on account of the benefit accruing to the pupils as from motives of economy. A slight change was made, also, in the regulations, by which promotion, in certain cases, is facilitated. Some changes are recommended by the superintendent, with the view to make the school work more practical or more truly disciplinary. The city superintendent is Edward Smith.

The most important items of school statistics, for the year 1877, are as follows:

Number of children of school age	16,824
" enrolled in the public schools	9,265
Average daily attendance	7,074
Number of schools	21
Number of teachers, males	9
" " females	164
School receipts	\$130,401.46
School expenditures	\$130,371.48

TROY. The estimated population of this city, in 1876, was 50,000. The school system is administered by a board of 12 commissioners, and a city superintendent. No change of importance is recorded in the school system or work of the city during the past year, the progress made being regarded as, in most respects, satisfactory. In the annual report, attention is called to the need of additional facilities, the present accommodations being characterized "as inadequate and inconvenient." The general condition of the evening schools is reported to be better than at any previous time, and improvements are mentioned in the method of teaching elementary arithmetic and writing. Some defects are noticed in the work of the intermediate schools, but the grammar schools and the high school are spoken of in terms of special commendation. The introduction of vocal music into all the grades is regarded with favor, and the progress made during the year is considered as very encouraging.

The city superintendent is David Beattie.

A synopsis of the school statistics for 1877 is herewith given:

Number of children of school age	17,900
Number enrolled in the public schools	8,845
Average daily attendance	5,144
Number of public schools	32

Number of teachers, males.....	15
“ “ “ females.....	140
School expenditures.....	\$120,631.62
Total valuation of school property.....	\$258,700.00

UTICA. The population of this city, in 1876, was estimated at 35,000. Its schools are governed by a board of commissioners consisting of six members and supervised by a superintendent. The branches, in which most progress was remarked, during the year 1877, are not specifically stated in the last annual report; but a marked improvement in the schools was shown in the proficiency of the pupils in the quarterly and annual examinations." The city system comprises 31 schools, as follows: one academy, one advanced, one ungraded, and one evening school; and 13 intermediate and 14 primary schools.

The city superintendent is Andrew McMillan.

The following are the chief items of school statistics for the year 1877.

Number of pupils enrolled.....	5,016
Average number belonging.....	3,592
“ “ daily attendance.....	3,335
Number of teachers, males.....	8
“ “ “ females.....	85
Average yearly salary, males.....	\$1,025.55
“ “ “ females.....	\$439.36
School receipts.....	\$93,034.47
School expenditures.....	\$62,602.35
Total valuation of school property.....	\$435,902.73

NORTH CAROLINA. The unsatisfactory condition in which the schools of this state have been for several years shows signs at last of improvement, the effort to this end having been made in the right direction; namely, the establishment of normal schools. Theoretically, the education of the youth of the state is cared for by a uniform system of public schools, the whites and blacks being instructed separately; but, in an account of the educational condition of the state, written in 1876, Dr. B. Craven says: "They (the public schools) are believed to have practically no common standard; no established relation and succession of studies; no uniformity in books; no tests of efficiency; no form of control competent and able either to discover defects or to correct abuses. The amount of instruction imparted by the public schools is small in proportion to the money expended, and, by all available tests, the quality is generally very inferior; and these defects seem to result more from want of organization, insufficient administration, and the entire absence of special superintendence than from all other causes combined." Signs, however, of a decided change for the better are already apparent. Graded schools have been established in several parts of the state; and, in the cities and towns especially, a marked revival of interest has succeeded to the general apathy in regard to education which resulted from the prostration of the industries of the state, and from the difficulty of devising a school system suited to the peculiar wants of the people.

The state superintendent is John C. Scarborough, who was elected in 1876, his term expiring in 1879.

The following are the principal items of school statistics for 1876:

Children of school age (6 to 21)	
whites.....	248,510
Children of school age (6 to 21) colored....	152,998
Children enrolled in public schools.....	198,760
White-school districts.....	2,702
Colored-school districts.....	1,372
Public school houses for white children.....	1,934
“ “ “ colored “.....	1,371
Private “ “ “ white “.....	545
“ “ “ colored “.....	140
Teachers in public schools, white males....	1,294
“ “ “ females.....	783
“ “ “ colored males.....	529
“ “ “ females.....	283
Total receipts for school purposes.....	\$501,008.00
Total expenditures for school purposes.....	\$335,663.00

Normal Instruction.—In this important branch of instruction, the state has recently manifested unusual interest. The legislature, in 1877, appropriated \$2,000 per annum for two years, for the support of a normal school for white teachers, in the state university, at Chapel Hill, and a similar appropriation for a school for colored teachers, at Fayetteville. About the first of June, the president of the university represented to the governor that the wishes of the people and of the teachers would be best met by a normal school of 6 weeks duration. Application was at once made to the agent of the Peabody Fund for pecuniary assistance; and, within a month after the first suggestion was made to the governor, a school was opened with 240 students, representing males and females, from both public and private schools. Other normal schools and departments exist in the state, the principal ones being at Wilmington, Raleigh, Greensboro', and Little River.

Secondary Instruction.—No special report is made of the public high schools of the state, though many such institutions exist. A number of private secondary schools for both sexes afford instruction which qualifies their pupils for admission to the colleges and the university, and nearly all of the colleges have preparatory departments.

Superior, Professional, and Scientific Instruction.—Ten institutions for superior instruction, according to the latest returns, had 70 instructors and 1,491 students, of whom about a third were of the collegiate grade. The number of volumes in their libraries was 56,000. Rutherford and Wilson colleges have female departments. Riddle University, at Charlotte, was established in 1867 as the Riddle Memorial Institute. In 1876, a new charter was obtained. It is under the care of the Presbyterian Committee of Missions for Freedmen. It has a theological, a collegiate, a preparatory, and an English department. North Carolina College, at Mt. Pleasant, founded in 1859, is under Lutheran control. It comprises a primary, an academic, a preparatory, and a theological department. Wilson College, at Wilson, founded in 1872, is non-sectarian. It comprises a primary, a preparatory, a collegiate, a commercial, and a normal course. Provision is made for the study of law and theology in Trinity College, and of

theology in Shaw University. In 1876, nine colleges for women reported 96 instructors, and 917 students, of whom 384 were of the collegiate grade. There were also 5,700 volumes in their libraries. Seven are authorized to confer degrees. The agricultural college of the state constitutes one of the departments of the state university, and provides instruction in the branches usually pursued in such colleges.

Special Instruction.—A single institution, at Raleigh, provides chiefly elementary and industrial instruction for the deaf and dumb and the blind of the state. The number of inmates, in 1876, was 148,—83 males and 65 females.

NOVA SCOTIA. No important changes have taken place in the educational system of the province during the year. The Rev. Abram S. Hunt, M. A., who, during the past seven years, has filled the office of superintendent of education, died October 23d last (see OBITUARIES). David Allison, L. L. D., president of Mt. Allison Wesleyan College, at Sackville, has been appointed his successor, but he will not enter upon the duties until July next. Dr. Allison is a native of Nova Scotia, but was educated at Middleton, Mass.

The following *statistics* are taken from the report for 1875 :

Total number of school sections.....	1,742
Number of teachers, in winter term.....	1,655
" " " " " summer term.....	1,784
Number of pupils registered, winter.....	76,349
Average attendance of pupils.....	38,638
Number of pupils registered, summer.....	81,878

OBITUARIES. ANTHON, *George C.*, principal of the Anthon Grammar School, in the city of New York, died August 11, 1877. He was born at Red Hook, on the Hudson, March 19, 1820, and graduated at Columbia College in 1839. He subsequently studied for the bar; but relinquished that profession, and devoted himself to teaching. In connection with the Rev. Dr. Hawkes, he formed the design of founding a university in New Orleans, but abandoned it on account of ill health, and in 1854 returned to New York, where he founded the school named after him. He was widely esteemed for his professional talents and exemplary character.

BAIN, *Alexander*, LL.D., an English grammarian, was born at Aberdeen, in 1818; died Jan. 11, 1877. From 1841 to 1845, he was connected with the University of Aberdeen, teaching classes of moral philosophy and natural philosophy in Marischal College. In 1845, he was elected professor in the Andersonian University, Glasgow; and, in 1860, he was appointed professor of logic in the University of Aberdeen. From 1857 to 1862, and again from 1864 to 1869, he was examiner in the University of London; and, for six years, between 1858 and 1870, he also acted as examiner in moral science at the India civil service examinations. Dr. Bain edited several works on the English language;

Average attendance.....	42,854
Number of different pupils registered during the year.....	97,029
Expenditure for common schools.....	\$594,038.39
Average cost for each registered pupil.....	\$6.18

The expenditures for educational purposes were as follows :

For common schools.	\$594,038.39
For normal and model schools. .	4,740.00
For special academics.	60,683.00
For colleges.	48,008.76

Total expenditures.....\$707,470.15

Of this expenditure, the government contributed \$185,961.53, the remainder being raised by local taxation.

Normal Instruction. — The total number of pupils enrolled in the normal school at Truro, for the same year, was 112, — 24 males and 88 females. The corner-stone for a new building for the normal school was laid July 7th; a new edifice for the model school was erected a short time ago. — In accordance with a minute recently adopted by the council of public instruction, there will hereafter be only one examination for teachers each year, beginning on the 15th of July; only one session of the normal school, commencing on the first Wednesday in November; a vacation of four weeks instead of three at midsummer, and one of two weeks instead of ten days at Christmas.

Superior Instruction.—Halifax University, recently established, held its first graduating examinations on the 17th, 18th, and 19th of July last.

namely, *An English Grammar* (1863); *Manual of English Composition and Rhetoric* (1866); *A Companion to the Higher English Grammar*; and *Examples and Discussions of Important Principles and Usages, intended as a help to the thorough mastery of English* (1874). He also wrote text-books on astronomy, electricity, and meteorology (1847—8); published an edition of the *Moral Philosophy of Paley* (1852), with a dissertation and notes, besides a number of other works on philosophy.

BENEDICT, *Mrs. J. T.*, died in New York March 26., 1877. She was for many years identified with the education of women in that city. She began teaching at Leroy, N. Y., in her fifteenth year. From the academy at East Bloomfield, N. J., where she spent several years, she was called to the school of Prof. J. T. Benedict, in Burlington, Va., where she was married in 1849. In 1850, she and her husband opened a private school in New York city.

BETHMANN-HOLLWEG, *Moritz August von*, a Prussian professor and minister of public instruction, was born April 10., 1795; died July 15., 1877. Upon the invitation of Savigny, who had been one of his teachers, he became, in 1819, lecturer on civil jurisprudence in the University of Berlin. In 1820, he became extraordinary and, in 1823, ordinary professor in the

faculty of law. In 1829, he was transferred to the University of Bonn, where he was, until 1842, professor of law, and, from 1842 to 1848, curator of the university. From 1858 to 1862, he was minister of public instruction and ecclesiastical affairs. Belonging to the orthodox Protestant school, he, like all statesmen of that party, aimed to establish the closest connection between church and state in the management of schools.

BROCKHAUS, *Hermann*, a German scholar, born Jan. 28., 1806; died Jan. 5., 1877. He studied Oriental literature in the universities of Leipsic, Göttingen, and Bonn; and, in 1841, was appointed professor in Leipsic. In this position he did much to promote the study of the language and literature of ancient India. Since 1856, he was one of the editors of the *Allgemeine Encyclopädie* of Ersch and Gruber, the largest and most comprehensive cyclopædia in existence.

BROWN, *S. Emmons*, professor in the Rochester (N.Y.) Theological Seminary, died at Lowell, Mass., Aug. 5., 1877. He was born in Portland, Me., Febr. 17., 1847, and was prepared for college at Exeter, N. H. He entered Harvard University, and graduated in 1870, after which he studied at the Rochester Seminary, and on completing his course there, spent three years in Germany, engaged in the study of Biblical literature. He entered upon his duties as professor at Rochester in 1876.

CARPENTER, *Mary*, an English authoress, who greatly distinguished herself by her exertions in the cause of education, was born in 1820 in Bristol, Eng., and died in London, June 15., 1877. She founded and superintended a reformatory institution for females, in her native city, and, by a number of works on reform schools, called attention to the proper education of youthful criminals. Among her numerous works, are: *Reformatory Schools for Children* (1851); *Juvenile Delinquency in its Relation to the Educational Movement*; *The Relation of Ragged Schools to the Educational Movement*; *Reformatory Schools and their Present Condition* (1855); and *The Claims of Ragged Schools to Pecuniary Grants for Educational Purposes*. She also took a special interest in the promotion of female education in India, which country she visited for that purpose three times. An account of the results of her first visit is given in her work entitled *Six Months in India*.

CASWELL, *Alexis*, D. D., LL. D., died at Providence, R. I., Jan. 8., 1877, aged 78 years. In 1822, he graduated from Brown University, and for a time was a professor of languages in Columbian University, Washington. He was professor of mathematics and natural philosophy in Brown University from 1828 to 1850; and of mathematics and astronomy, from 1850 to 1864. During 1840, he was president *pro tempore* of the college, and succeeded Barnas Sears, D. D., who resigned the presidency in 1867, he in turn retiring in 1872.

CHAMNEY, *Robert Maseall*, died July 13., 1877, in Dublin, where he was born in 1820. He was educated for the medical profession, but adopt-

ing a literary career, became connected with the press, at first in Dublin, and subsequently in London, on the parliamentary staff of the *Times*. Returning to Dublin, he became a publisher, and started several journals. His chief title to notice here is as the founder of the *Irish Teachers' Journal*, established in 1858 to advocate the redress of the grievances of the Irish national teachers. He was succeeded in the conduct of this journal by his son, Albert E. Chamney. Mr. Chamney was regarded as the parent of the Irish National Teachers' Organization.

CLARKE, *Edward*, M. D., died in Boston, Nov. 30., aged 57 years. He graduated at Harvard College, in 1841, and at the medical department of the University of Pennsylvania, in 1846. From 1855 to 1872, he was professor of *Materia Medica* in the Harvard Medical School. He prepared the articles on *Materia Medica* in the *American Cyclopædia* and was the author of *Sex in Education* (Boston, 1873), which attracted wide attention.

CROSBY, *Alphonso B.*, M. D., was born at Gilmanton, N. H., Febr. 22., 1832; died at Hanover, N. H., Aug. 9., 1877. After graduating from the medical department of Dartmouth College, in 1856, he began practice at Hanover, N. H., and was surgeon for a time in the army, but resigned in 1862 and resumed his practice. He assisted his father, then professor of surgery and anatomy in Dartmouth College, and became his successor. He also held a professorship in the University of Vermont, and in the Long Island Medical College, and four years ago was appointed professor of anatomy in Bellevue Hospital. Many of his medical lectures have been published.

DARBY, *Prof. John*, was born at North Adams, Mass., in 1804, and died in New York, Sept. 18., 1877. He graduated from Williams College in 1831, where he was for some time an instructor. Afterward, he accepted a professorship in the Wesleyan Female College at Macon, Ga., which position he left to become professor of mathematics in Williams College; but, in 1845, he was obliged to go South on account of his health. He was connected with the educational departments of the states of Georgia and Florida, and the founder of the Culloden Female College, and afterward became professor of natural science in Auburn College, Georgia. In 1869, he was elected president of the Wesleyan University of Kentucky, but in 1875 he was compelled to resign on account of ill health, when he removed to New York. He was the author of several educational and scientific works, including *The Botany of the Southern States* (1855) and *Chemistry* (1860).

DELAMATER, *John*, died in New York, Dec. 21., 1877. He was born in that city in 1792. From 1824 until his death—a period of fifty-three years, he was connected with the common schools as commissioner, inspector, or trustee, the last twenty years of his life being devoted to the schools in the ward in which he resided. He also held several important civil trusts.

ERTMUELLER, *Ernst Moritz Ludwig*, a German

philologist, born Oct. 5., 1802; died April, 1877. He studied in Leipsic, and afterward became professor of the German language and literature at the University of Zürich. He edited a large number of Middle High German, ancient Low German, and ancient Scandinavian works. He also published a valuable *Lexicon Anglo-Saxonicum*, and an Anglo-Saxon chrestomathy.

GALLAUDET, Mrs. *Sophia F.*, died at Washington, D. C., May 13., 1877. She was born a deaf-mute in 1798, and at the age of twenty became the pupil of Thos. H. Gallaudet, the father of deaf-mute instruction in this country. Subsequently she became his wife, and was ever after a hearty promoter of the cause. In 1851, she was left a widow with eight children, and in 1857 removed to Washington to take charge of the school for mutes and the blind. For twenty years she was identified with this institution.

HART, John S., an American scholar and educator, died in Philadelphia, April 16., 1877. He was born at Stockbridge, Mass., Jan. 28., 1810, but early removed with his parents to Philadelphia. He graduated at Princeton College, where he afterwards filled the position of professor of ancient languages. In 1842, he became principal of the Philadelphia High School, in which position he was very successful, continuing in it until 1858. During the same period, he devoted himself to literary pursuits, and published several text-books, among which may be mentioned, *Class-Book of Poetry* (1844), *Spenser and the Fairy Queen* (N. Y., 1847), *Female Prose Writers of America* (1851), besides numerous articles for magazines, reviews, etc. Prof. Hart also filled the chair of English Literature in Princeton College, and a few years before his death was principal of the New Jersey State Normal School, at Trenton. Both as an educator and a scholar, Prof. Hart was universally held in high esteem.

HEIS, *Eduard*, a German astronomer, born Feb. 18., 1806; died June 30., 1877. He studied in the University of Bonn, and having taught in several gymnasia, was professor of astronomy in Münster since 1852. Among his mathematical text-books is *Sammlung von Beispielen und Aufgaben aus der allgemeinen Arithmetik und Algebra* (47th edit., 1877). He also published with Eschweiler, *Lehrbuch der Geometrie* (vol. I., *Planimetrie*, 6th edit., 1876; vol. II., *Stereometrie*, 3d edit., 1874; vol. III., *Trigonometrie*, 2d edit., 1875).

HUNT, the Rev. *Abram S.*, M. A., superintendent of education for Nova Scotia, was born in New Brunswick in 1814, and died in Halifax, Oct. 23., 1877. He graduated at Acadia (then Queen's) College, Wolfville, at the age of thirty, was immediately ordained to the ministry of the Baptist Church, and remained in the active ministry for twenty-six years. He was then appointed superintendent of education, an office which he held for the last seven years of his life. His successor is David Allison, LL. D.

JACKSON, *Isaac W.*, LL. D., was born at Cornwall, N. Y., in 1805; died at Schenectady, N. Y.,

July 28., 1877. He graduated at Union College in 1826, and remained in that institution from that date as tutor and professor. He was the author of works on conic sections, optics, mechanics, and trigonometry. He was an earnest and devoted educator of the pupils under his charge.

KAY-SHUTTLEWORTH, Sir *James Phillips*, Baronet, was born July 20., 1804; died April 26., 1877. He was the son of Robert Kay, Esq., and having been educated for the medical profession, took the degree of M. D. He married the only daughter and heiress of Robert Shuttleworth, Esq., and in consequence assumed the additional surname of Shuttleworth. From 1839 to 1849, he was secretary to the committee of the Privy Council on Education, and while in this position greatly distinguished himself by his efforts in behalf of education. (See *Cycl. of Ed.*, art. ENGLAND.) On his retirement he was created a baronet.

LADREYT, Prof. *Casimir*, died in Boston, Mass., July 4., 1877, aged 80 years. He was born in France, and was the author of many text-books and other publications. He had been a resident of this country about forty years.

LEVERRIER, *Urbain Jean Joseph*, the celebrated French astronomer, was born in St. Lo, March 11., 1811; died in Paris, Sept. 23., 1877. While Leverrier achieved his world-wide reputation chiefly by his astronomical discoveries, he was also, in many ways, connected with the educational institutions of France. Soon after finishing his education at the Polytechnic School of Paris, he obtained an appointment as professor of the *Collège Stanislas*. In 1846, he was admitted to the Academy in the astronomy section, and in the same year, upon the recommendation of Arago, was appointed professor of the *Mécanique céleste* at the faculty of sciences of Paris. During the reign of Louis Napoleon, he also became a member of the *Conseil supérieur de l'instruction publique*.

MICHELL, Dr., an English educator, was born in 1805; died March 29., 1877. As a member of Wadham College, Oxford University, he became the most successful private tutor of his time, numbering among his pupils Mr. Lowe and many other men of mark. He was subsequently, for nearly 20 years, vice-principal of Magdalen Hall, and in 1868 was appointed its principal. Upon the incorporation of the Hall as a college, under the name of Hertford College, Dr. Michell retained the headship. In the course of his career, he discharged numerous university offices, being in turn classical examiner, examiner in law and history, professor of logic, Bampton lecturer, member of the Hebdomadal Board, and Public Orator.

MOLESWORTH, Rev. *William Nissau*, D. D., an English writer on education, was born Nov. 8., 1816; died April 21., 1877. Having graduated as a member of St. John's and Pembroke Colleges, Cambridge, he became the incumbent of St. Andrews, Manchester, in 1841, and vicar of Rochdale in 1844. He wrote, besides numerous

other works, *An Essay on the Religious Importance of Secular Instruction* (1857), *Lectures on Astronomy*, and *A Prize Essay on Education* (1867). He achieved his greatest reputation as a writer of historical and political works.

NEWTON, Prof. Henry, died at Deadwood, Dak., Aug. 5., aged 32 years. He graduated at the College of the City of New York, in 1866, and three years later took his degree at the School of Mines, Columbia College, New York, as engineer of mining. After his graduation, he was appointed assistant professor of geology, which position he filled until called to make the geological survey of Ohio, under Prof. Newberry. He was appointed geologist to the United States exploring expedition two years ago. In 1876, he received the honorary degree of Doctor of Philosophy from Columbia College; and shortly, before his death, was appointed professor of geology and mining engineering in Ohio. He was the author of many original papers.

NICOLLS, Jasper Hume, D. D., principal of the University of Bishop's College, died at Lennoxville, Quebec, Canada, Aug. 8., 1877, aged 58 years. He was a son of the late Gen. Nicolls, formerly commanding royal engineer at Quebec. He graduated at Oxford, where he obtained a fellowship, was for a time tutor, and took holy orders. In 1845, he was chosen to the principalship of the college then just founded by the late Bishop Mountain, at Lennoxville. He remained at the head of this institution until his death; and it was mainly to his able and devoted exertions that its charter as a university, in 1853, as well as its subsequent success was due.

NOEGGERATH, Jacob, a German professor of natural sciences, was born Oct. 10., 1788, at Bonn, and died in the same city Sept. 13., 1877. He was appointed in 1818 extraordinary, and in 1822 ordinary, professor of mineralogy and mining at the university of Bonn. He also became principal of the seminary of natural sciences and director of the museum of natural history, which are connected with the university. His numerous works on mineralogy and geology established for him the reputation of being one of the foremost European writers on these subjects; and so great was the number of students drawn by his reputation to Bonn, that it is said the majority of all mining officers appointed in Prussia were his pupils. The great progress which the study of natural sciences has made in the German schools of every grade is, to a large extent, ascribed to the influence of his writings and his pupils.

PUETZ, Wilhelm, the author of some of the most widely circulated school-books, was born in 1806; died June 4., 1877. Among his works, comprising text-books on history, geography, and literature, many of which have been translated into almost all modern languages, are *Grundriss der Geographie und Geschichte der alten, mittleren und neuen Zeit* (15th edit., 1877), *Lehrbuch der vergleichenden Erdkunde* (10th edit., 1877), and *Leitfaden bei dem Unterrichte in der vergleichenden Erdbeschreibung* (16th edit., 1867).

RICE, Rev. N. L., died in Kentucky in June, 1877, aged 71 years. He was born in Garrard Co., Ky. He was ordained a Presbyterian minister, and after leaving Kentucky accepted a call in 1844 from the Central Presbyterian Church in Cincinnati, O. He afterward accepted one from St. Louis and another from Chicago, and finally succeeded Dr. Alexander in the Fifth Avenue Presbyterian Church, N. Y. After resigning, he accepted a professorship in the educational institution at Fulton, Mo., and was afterward professor of theology in Danville Seminary. He published several books, among which was *Romanism not Christianity*.

ROGERS, Rev. Henry, an English educator, was born at St. Alban's, Oct. 18., 1806; died Aug. 20., 1877. Educated at Highbury College for the work of the ministry, he was for a few years the pastor of an independent congregation. When ill-health compelled his retirement, he obtained the more congenial post of professor of English literature and philology, which he held till 1838. In that year, he removed to Spring-Hill College, Birmingham, to become professor of English literature and language, mathematics, and mental philosophy. He remained there till 1858, when he accepted the appointment of principal of the Lancashire Independent College and professor of theology. Declining health compelled him to resign this position in 1870, but he continued his lectures until 1871. The works written by him were mostly on theology and biography.

RUGGLES, Prof. William, died at Schooley's Mountain, N. J., in September, 1877. He was born at Rochester, Mass., about 1800, and graduated at Brown University. For over fifty years he was professor of mathematics at Columbian University, D. C.

SANTINI, Giovanni, an Italian professor of mathematics and astronomy, was born June 30., 1786; died June 28., 1877. He was, in 1814, appointed to a professorship in the Padua Observatory; became, in 1825, rector of the university; and held, up to the time of his death, the position of professor of astronomy and director of mathematical studies. He was generally esteemed by the learned societies of Europe, and held a number of honorary titles and degrees from various leading universities. Among his principal works, are *Decimal Arithmetic* (1808), *Elements of Astronomy* (1820), *Logarithms and Trigonometry*.

SEARS, Geo. B., was born at Danbury, Ct., and died at Newark, N. J., Nov. 17, 1877. He was superintendent of public schools in that city for nineteen years.

SMITH, Asa Dodge, LL. D., ex-president of Dartmouth College, died at Hanover, N. H., August 16., 1877. He was born at Amherst, N. H., in 1804, and graduated at Dartmouth in 1830. For one year he was principal of Lime Rock Academy, in Maine; after which he studied theology in the Andover Seminary. During twenty-nine years—from 1834 to 1863—he was the pastor of a Presbyterian church in the city of New York, resigning at the latter date.

to assume the presidency of Dartmouth College, which position he filled until 1876, when impaired health compelled him to retire. He wrote many articles for the *American Theological Review*, the *Biblical Repository*, and other periodicals. His learning, skill as an educator, and executive ability, made his services as president eminently efficient and valuable; while his exemplary Christian character and affectionate geniality made him universally respected and beloved by the students who were the objects of his care.

TENNEY, Prof. Sanborn, died at Buchanan, Mich., July 9. He was born at Stoddard, N. H., in 1827, graduated at Amherst College in 1853, and was professor of natural history in Vassar College until 1868, when he was appointed to the same position in Williams College. He had just started on a scientific expedition to the Rocky Mountains when he died. He was eminently successful as a teacher and lecturer, and for several years took a prominent part in the Massachusetts teachers' institutes. He was the author of several text-books.

OHIO. Efforts have been made in this state, as in other parts of the Union, to create a popular feeling in opposition to the high schools; but thus far the movement has not been strong enough seriously to threaten them. A movement more fruitful of results has been in progress in different parts of the state toward a reduction of school expenditures. In some of the cities, this movement was successful; in others, it failed. One proposed solution of the difficulty was the employment of a larger number of women as teachers. Some dissatisfaction also was expressed in regard to the courses of study which have been adopted in the schools, and to the general management of the schools themselves, the tendency being always toward what is called practical education. In one case—that of the Columbus school board—the state commissioner was appealed to, and gave it as his opinion that “a rule compelling pupils to purchase text-books, and to study branches other and higher than those enumerated in the school laws of Ohio, is not reasonable, and that a board of education expelling a pupil for non-compliance with such a rule is liable in damages.” Other changes, which have not been so generally apparent, but which, from the slow and steady manner of their operation, promise more lasting results, are the impulse in favor of the study of German, of increased facilities for art instruction, and of the general adoption of the metric system. The first of these studies has been established for several years in certain parts of the state, more particularly in the cities; and the tendency is constantly toward its extension. The cities, also, and many of the institutions for higher education are providing ampler means for instruction in art; while the metric system, through the sedulous efforts of its advocates and the agency of its state bureau, is gradually growing in favor. The officers of the latter, by frequent attendance at teachers' institutes and

educational associations, where the exceeding simplicity of the new method is demonstrated, are slowly creating among the teachers of the state a feeling in favor of making its adoption compulsory. The proof of the growth of this feeling is found in the endorsement of the system, from time to time, by teachers' associations and similar bodies. (See METRIC SYSTEM.)

The state commissioner of common schools is Charles S. Smart, who entered upon a three years' term of office in 1875.

The most important items of school statistics, according to the latest returns, are given herewith:

Number of children of school age (6 to 21)	
whites.....	1,004,145
colored.....	23,103
Total.....	1,027,248
Number enrolled in public schools.....	722,963
Average monthly attendance.....	552,299
“ daily attendance.....	447,139
Number of school buildings.....	11,880
“ “ teachers, males.....	10,493
“ “ “ females.....	12,353
Average monthly salary, males.....	\$51.00
“ “ “ females.....	\$34.00
“ length of school term in days.....	155
Total valuation of school property.....	\$20,969,557.00

The school receipts were:

From state tax.....	\$1,620,572.00
“ local tax.....	6,136,238.00
“ permanent fund.....	232,720.00
“ other sources.....	615,604.00
Total.....	\$8,605,134.00

The school expenditures were:

For teachers' salaries.....	\$4,936,824.00
“ miscellaneous expenses.....	1,986,208.00
“ sites, buildings, and furniture.....	1,395,212.00
For superintendents' salaries.....	144,514.00
Total.....	\$8,462,758.00

Normal Instruction.—The professional training of teachers for many of the city schools in Ohio is given usually in special departments of schools which are connected with the city systems. For cities and towns which do not possess such means of instruction, and for the country schools, the only teachers who can be obtained in the state, who have had any special training, come from private normal schools, of which there are several. In 1876, the city and private normal schools together contained 63 instructors and 2,159 students. These returns, however, are not complete; but, even with a liberal estimate for deficiencies, it is not difficult to see that the largest number of teachers which these schools could annually graduate would be far below the number needed to meet the demands of the state. The work of normal instruction, therefore, is largely intrusted to teachers' institutes and associations, which, though not unusually numerous, are nearly always well attended, and from the character of their work command general attention. The number of able teachers and educators who participate in the exercises of these meetings is not, perhaps, surpassed in any other state. All

grades of the profession, from the teacher of the country school to the professor in college, take part, and are assisted by lecturers and teachers, often of national reputation, from other states.

Secondary Instruction.—The great disparity shown by the above table between the number of children of school age and the average attendance is partly accounted for by the fact that the returns are inexact, and partly by the existence of a large number of private schools. Many of these give secondary instruction; while numerous preparatory schools and departments, and several business colleges, are similarly engaged. The number of these institutions which reported in 1876 to the U. S. Bureau was 84, with 365 teachers and 9,340 students.

Superior, Professional, and Scientific Instruction.—Thirty-three colleges and universities, according to the latest returns, had a total of 300 instructors and 5,719 students, of whom 2,223 were of the collegiate grade. There were 165,000 volumes in their libraries. Most of them admit both sexes, and have scientific as well as classical courses.—The endowments of the Ohio Wesleyan University were increased more than \$100,000 in 1876-7. The female college at Delaware has been merged in it.—Prof. S. C. Derby has acceded to the presidency of Antioch College; the Rev. Wm. B. Bodine, to that of Kenyon College; and the Rev. E. Ellisor, to that of Scio College, or the One Study University.—The Hebrew Union College, at Cincinnati, is under Jewish control. It was chartered in 1874, and organized the following year. Miami Valley College, near Springboro, under the control of Friends, was organized in 1871, and chartered in 1874. It admits both sexes, and has a preparatory and a collegiate department. A special feature is the union of industrial with academic training. Young men are employed and instructed in farming and in mechanical occupations; young women, in housework.—Muskingum College, at New Concord, was founded in 1837. It is non-sectarian.—Willoughby College, at Willoughby, founded in 1858, is under Methodist control.—The Ohio Agricultural and Mechanical College, in 1876-7, had 12 instructors, 149 students, and a library of 1,000 volumes. In September, 1877, the college began its fifth year with more than 200 students.—The Toledo University of Arts and Trades, organized in 1872, has a school of design in operation, with 2 instructors and 31 students.—The art department of Cincinnati University had 6 instructors, in 1877-8, with 256 students in drawing and design, 152 in wood-carving, and 23 in sculpture.—Fourteen schools or departments of theology, according to the latest returns, had 64 instructors, 360 students, and 49,500 volumes in their libraries. There were ten of medicine, which had 129 instructors, 809 students, and 8,500 volumes; one of dentistry, with 9 instructors and 23 students; and one of pharmacy, with 3 instructors and 77 students. The Cincinnati Law School had 4 instructors, 81 students, and a library of 1,125 volumes.—Thirteen colleges for women reported,

in 1876, a total of 139 instructors and 1,416 students, of whom 207 were of the preparatory and 1,023 of the collegiate grade.

Special Instruction.—The education of the deaf and dumb and the blind is provided for in two institutions, located at Columbus. In the former, in 1876, there were 23 instructors and 490 pupils—274 males, and 216 females; in the latter, 54 instructors and assistants, and 156 pupils. There is in Columbus an asylum and school for feeble-minded youth, and at Lancaster a reform farm for boys; but no recent returns from these two institutions have been received. There is also a school for deaf-mutes in Cincinnati, which was opened in 1875, and belongs to the school system of that city. The number of pupils, in 1876, was 20.

CINCINNATI. The public schools of this city are controlled by a board of 50 members, and a city superintendent. In addition to the usual studies pursued in city schools, special attention is given to German, penmanship, music, and drawing. The schools are divided into 31 district schools; 6 intermediate schools, with 10 intermediate departments in the district schools; 3 high schools; and one normal school. There are also 10 district night schools.

The city superintendent is John B. Peaslee, who was elected in 1874.

The chief items of school statistics (mainly for 1876) are as follows:

Children of school age (6 to 21)	88,842
" enrolled in public schools	34,352
Average daily attendance	25,559
Number of teachers, males	106
" " females	474
Total valuation of school property	\$1,960,000.00
School receipts	\$698,538.95
School expenditures	\$725,020.78

Besides the facilities for instruction afforded by the public schools, there are many church and private schools, the number of pupils attending which is estimated by the public school officers at more than 17,000.

CLEVELAND. The schools of this city are governed by a board of education of 18 members, a board for the examination of teachers, and a city superintendent. The principal studies taught that may be considered to be outside the ordinary school course are drawing, music, and German. To these, special attention is given, and the progress made is reported to be very satisfactory. The system comprises primary, grammar, and high schools, and a normal school. The pupils of the high schools, on completion of either a 4 years' course or a special English course of 3 years, are admitted to the normal school, where two courses are open to them—one, a two years' course; the other, a course of a single year. Pupils who so elect may remain in the lower (high) school till they have completed the 4 years' course, and then enter the senior class of the normal school. Other educational facilities are afforded by evening schools and a public library.

The city superintendent is Andrew J. Rickoff, appointed in 1867.

The following is an abstract of the *school statistics* for 1876:

Number of children of school age (5 to 21).....	47,043
Number enrolled in public schools.....	20,771
" in private and church schools.....	8,938
Average daily attendance in public schools.....	14,069
Number of public schools.....	42
Number of teachers.....	335
School expenditures.....	\$410,846.36

COLUMBUS. The school system of this city is administered by a board of 11 members, and a city superintendent. The condition of the schools is regarded as most satisfactory; the president of the board, in his report for 1877, states that the condition of the school buildings is entirely commendable, "the accommodations being sufficient, for the first time within the last ten years," and the officers and teachers having, "without exception, performed their duties faithfully and creditably". Particular objection having been made to the studies of German and drawing, the committee took strong ground in favor of these studies and recommended their retention; though a change was proposed in the high-school course by introducing book-keeping, and substituting for the classical and the three years' English course a four years' Latin-English and a German-English course.

The city superintendent is Robert W. Stevenson.

The population of the city, in 1877, was 49,381. Its schools are divided as follows: one high school, 5 ungraded, 64 primary, and 38 grammar schools. There are, also, a few evening schools, and one evening art-school. The most important items of *statistics*, for the year ending August 31., 1877, are the following:

Number of children of school age (6 to 21).....	14,209
Number enrolled in the public schools.....	7,111
Number enrolled in the high schools.....	306
" " " other schools.....	1,548
Total enrollment.....	8,965
Average daily attendance.....	5,403
Number of teachers, males.....	13
" " females.....	118
Number of days the schools were in session.....	192
Total valuation of school property.....	\$603,214.00
School receipts.....	\$231,710.55
School expenditures.....	\$182,005.12

DAYTON. The schools of this city are controlled by a board of 22 members, through the agency of a city superintendent. The same considerations of economy which have found favor in many other sections of the country, have been felt during the past year in Dayton, the efforts made contemplating not only a lowering of the grade of instruction and a reduction of the teachers' salaries, but even the abolition of the office of city superintendent. The president of the board, in his report for 1877, devotes considerable space to the consideration of the first measure, and defends the action of the board in its refusal to yield to the second. Concerning the third, he shows conclusively that, even as a measure of economy, it would fail; while the efficiency of the school system, which it has taken twenty years to produce, would be seriously impaired if the measure were adopted.

The school year just past he characterizes as one of unusual prosperity. The attendance of pupils was larger than ever before; and the results were, "in the main, highly satisfactory".

The city superintendent is John Hancock.

The population of the city, in 1877, was estimated to be 35,000. The number of schools was 13: one high, one normal, and one intermediate school, and 10 district schools. There are also 3 night schools for laboring people. The city superintendent recommends that drawing be introduced into these schools, the position of Dayton as a manufacturing city especially requiring it.

The following are the principal items of *school statistics* for the year ending August 31., 1877:

Number of children of school age (6 to 21).....	10,769
" enrolled in public schools.....	5,532
Average daily attendance.....	4,035
Number of teachers, males.....	19
" " females.....	94
School receipts.....	\$176,086.56
School expenditures.....	\$148,556.20

ONTARIO. The school law in this province was amended in the early part of 1877, but mainly in matters of detail. Some important provisions of the existing law will be mentioned. The education department is authorized to establish county model schools; to frame regulations as to elementary teaching, the elements of chemistry, mechanics, and agriculture being optional; to require, as a further condition for teachers' certificates, that candidates shall possess a knowledge of teaching, to be gained in county model schools or the normal schools; to contribute one half of the cost of maps and apparatus purchased by a school corporation from any parties; and to pay the traveling expenses and part of the maintenance at the normal schools of students who are candidates for second-class certificates. The public school year consists of two terms, the first beginning on the 3d day of January and ending on the 7th day of July, and the second beginning on the 18th day of August and ending on the 23d day of December. High schools have three terms during the year, the first opening on the 7th day of January and closing on the Thursday before Easter; the second opening on the first Tuesday after Easter and closing on the 13th day of July; and the third opening on the 1st of September and closing on the 22d day of December. In the case of united public and high schools, and also of public schools in cities, towns, and incorporated villages in which high schools are situated, the terms are the same as those prescribed for high schools. The right to superannuation has been extended to public and high school inspectors at their option, on the like conditions as in the case of public school teachers. Provision has been made for the better inspection of schools in remote parts of the province. Means are also provided by which the division of a township into school sections may be abolished, and a single board of trustees established to manage all the public schools of the township. Townships, cities, towns, and villages are required, through

supplied with the best means of ventilation, and the most improved appliances. The cost of maintaining the schools was \$60,456, or \$10.13 per pupil on the basis of average attendance.

OREGON. The only recent amendment of the school law of this state was made Oct. 20th, 1876, when the manner of collecting the school tax in districts was so amended as to indicate more specifically the mode of procedure, and to prevent the action of delinquent tax-payers from affecting the schools unfavorably. General progress in the schools is reported; but, in some districts, they are declared to be in a condition of lethargy, from which the joint efforts of capable teachers and energetic local officers are necessary to raise them. The influence of the state university, however, which has very recently been opened, and which occupies an important position as the goal toward which the efforts of the pupils are directed, has already had an appreciable effect on the lower schools, which, it is hoped, will in time become even more apparent. The teachers' institutes and associations, also, are furnishing a convenient medium through which this influence is exerted more directly. The state superintendent, on the 28th of February, 1877, in accordance with the law, issued a circular to county superintendents advising them what text-books had been chosen by the state board; and the books thus announced are the only ones authorized to be used in the schools for four years from the 1st of October, 1877.

The state superintendent is Levi L. Rowland, who was elected in June, 1874, for four years.

[Levi Lindsay Rowland was born in Huntington, Tenn., September 17., 1831. He was educated at Bethany College, W. Va., from which he graduated in 1856 with the degree of A.B., afterwards receiving that of A.M. He engaged in teaching, becoming successively principal of Bethel Collegiate Institute, superintendent of Polk County, and president of Christian College. He afterwards entered the medical department of Willamette University, from which he graduated with the degree of M.D., and in which he subsequently filled the chair of physiology and microscopy. In 1874, he was elected to the office of state superintendent. In addition to his position as superintendent, he holds that of dean of and professor in the medical department mentioned, and is president of the Oregon State Medical Society.]

The following is a summary of the school statistics of the state as shown by the latest returns:

Number of children of school age (4 to 20)	48,473
" " enrolled in public schools	27,426
Average attendance	15,565
Number attending private schools	3,441
" of teachers, males,	619
" " females,	407
Average monthly salary, males	\$49.20
" " females	\$34.73
Number of public schools	745
School receipts	\$269,822.00
" expenditures	\$233,964.00
Total valuation of school property	\$442,540.00

Normal Instruction.—No state normal school has yet been established; but normal instruction is given in some of the institutions for higher education, and teachers' institutes are relied upon for supplying to some extent the training usually given by normal schools. These insti-

tutes are provided for by law and are conducted with success. To extend their influence, minutes of the proceedings are printed, under direction of the state superintendent, and circulated with his report. A state teachers' institute also is held at stated periods, which serves to sustain the interest felt in the smaller district institutes. The last state institute, the proceedings of which were published for distribution by the state superintendent, was held at Monmouth, May 10th, 11th, and 12th, 1877.

Secondary Instruction.—Seventeen public schools of advanced grade, and 27 private schools of the same character, furnish the principal means for secondary instruction. These, however, are so few in number and are so far apart, that nearly every college maintains a preparatory department from which it derives its principal supply of students.

Superior, Professional, and Scientific Instruction.—For this grade of instruction, there are seven colleges, three of them bearing the title of university. The number of instructors in these institutions was, according to the latest returns, 45; the number of students 1,149—305 being of the collegiate grade. The state university, at Eugene City, was opened in 1876. It has a preparatory, a normal, a classical, and a scientific course. St. Helens' Hall, at Portland, is a college for women, which provides a three years' course in the branches usually pursued in colleges, while affording facilities for study in several branches of art. In 1876, it had 11 instructors and 140 students. Of the latter, 110 had entered the collegiate course. The only professional school in the state is the medical department of Willamette University.

Special Instruction.—The Oregon Institute for the Blind, at Sa'em, was first made a part of the school system of the state by the act of October 21., 1876. This placed it under the direction of the state board of education, which made an appropriation of \$8,000 for its support. — The Oregon Institute for Deaf-Mutes, also at Salem, was, by the same act, placed under the direction of the state board of education, an appropriation of \$12,000 being made for its support. The number of instructors in the institute for the blind, in 1877, was 2, the number of pupils 11; the number of pupils in that for the deaf and dumb, during the same period, was 27,—12 males, 15 females.

PORTLAND. In this city, the population of which was estimated, in 1876, to be 13,000, the schools are managed by a board of 3 directors and a city superintendent. There are 3 primary, and 3 grammar departments, and a high school.

The city superintendent is C. H. Crawford, elected in October, 1877.

The following is a summary of the school statistics for 1876:

Number of pupils of school age (4 to 20)	2,911
" enrolled in public schools	1,870
Average daily attendance	1,186
Number of regular teachers	26
" " special "	1
Cost of tuition per pupil enrolled	\$21.39

Considerable attention is given in the schools of Portland, to the study of natural science, the method adopted being that employed in the schools of St. Louis. During the period covered by the report, marked progress is reported in this study and in writing, geography, and reading, the method pursued in the latter being the phonetic. Drawing has received attention only recently.

ORTHOGRAPHY. At the annual meeting of the American Philological Association, in July, 1877, at Baltimore, action was taken which is equivalent to the approval of a new phonetic alphabet. The Association, in 1875, in response to suggestions urged upon them often and from various quarters, had appointed a committee consisting of "the first president of the Association and other recognized representatives of our great universities and of linguistic science," to whom the whole subject of the reform of English spelling was referred. The members of the Committee were Prof. W. D. Whitney, of Yale College; Dr. J. Hammond Trumbull, of Yale College; Prof. F. J. Child, of Harvard University; Prof. F. A. March, of Lafayette College; and Prof. S. S. Haldeman, of the University of Pennsylvania. In 1876, they reported as follows:—

1. The true and sole office of alphabetic writing is, faithfully and intelligibly to represent spoken speech. So-called "historical" orthography is only a concession to the weakness of prejudice.

2. The ideal of an alphabet is, that every sound should have its own unvarying sign, and every sign its own unvarying sound.

3. An alphabet intended for use by a vast community need not attempt an exhaustive analysis of the elements of utterance, and a representation of the nicest varieties of articulation; it may well leave room for the unavoidable play of individual and local pronunciation.

4. An ideal alphabet would seek to adopt for its characters forms which should suggest the sounds signified, and of which the resemblances should in some measure represent the similarities of the sounds. But for general practical use there is no advantage in a system which aims to depict in detail the physical processes of utterance.

5. No language has ever had, or is likely to have, a perfect alphabet; and, in changing and amending the mode of writing of a language already long written, regard must necessarily be had to what is practically possible quite as much as to what is inherently desirable.

6. To prepare the way for such a change, the first step is to break down, by the combined influence of enlightened scholars and of practical educators, the immense and stubborn prejudice which regards the established modes of spelling almost as constituting the language, as having a sacred character, as in themselves preferable to others. All agitation and all definite proposals of reform are to be welcomed so far as they work in this direction.

7. An altered orthography will be unavoidably offensive to those who are first called upon to use it; but any sensible and consistent new

system will rapidly win the hearty preference of the mass of writers.

8. The Roman alphabet is so widely and firmly established in use among the leading civilized nations, that it cannot be displaced; in adapting it to improved use for English, the efforts of scholars should be directed toward its use with uniformity, and in conformity with other nations.

This report was adopted without dissent; and, as a desire was expressed for a practical application of these principles, the committee were continued for another year. Their report at Baltimore was as follows:—

The attempt to prepare an English alphabet according to the principles laid down in the report of last year brings out the following facts:

1. There are eighteen Roman letters which commonly represent in English nearly the same elementary sounds which they represented in Latin: *a* (father), *b*, *c* (*k*, *q*), *d*, *e* (*met*), *f*, *g* (*go*), *h*, *i* (*pick*), *l*, *m*, *n*, *o* (*go*), *p*, *r*, *s* (*so*), *t*, *u* (*full*).

2. The consonant sounds represented in Latin by *i* and *u* are now represented by *y* and *w*, and the sonants corresponding to *f* and *s* are now represented by *v* and *z*.

3. There are three short vowels unknown to the early Romans which are without proper representatives in English, those in *fat*, *not*, *but*.

4. There are five elementary consonants, represented by digraphs: *th* (*thin*), *th* = *dh* (*thine*, *then*), *sh* (*she*), *zh* (*azure*), *ng* (*sing*; to which may be added *ch* (*church*), *g* (*j*)).

It seems best to follow the Latin and other languages written in Roman letters, in the use of a single sign for a short vowel and its long, distinguishing them, when great exactness is required, by a diacritical mark.

The alphabet would then have thirty-two letters.

Twenty-two of these have their common form and power as described above in statements 1 and 2.

The three vowels in *fat*, *not*, *but*, need new letters. Without laying any stress on the exact form, it is recommended to try some modification of *a*, *o*, and *u*, such as *ä*, *ö*, and *ü*.

For the consonants now represented by digraphs, new letters would be desirable, but no particular forms are now recommended. The following are mentioned:

ð, *d* (*then*); *þ*, *b* (*thin*); *ʃ*, *f* (*sh*); *ʒ* (*zh*), *ŋ* (*ng*); *ç* (*ch*).

The use of these letters with only these powers, and the dropping of silent letters, will so change the look of large numbers of words, that they will not be recognized at sight. It seems necessary, therefore, that there should be a transition period; and for that the following suggestions are made:—

1. Transition characters may be used resembling, if possible, two letters:

For *a* in *fate*, *ä* may be used in place of *ê*.
 " *e* " *mete*, *ë* " " " *î*.
 " *i* " *fine*, *ï* " " " *ai*.
 " *u* " *pure*, *ü* or *u* " " " *iü*.
 " *s* " *as*, *z* " " " *z*.
 " *g* " *gem*, *ç* " " " *j*.
 " *c* " *cent*, *ç* " " " *s*.

2. The digraphs now representing single consonants may be named, and otherwise treated as single letters.

3. New letters can be easiest introduced by using them only for the old letters which they resemble in form.

4. Long words bear changes best, and vowels are more easily changed than consonants, which project more above and below the line. Dropping final silent *e* is the easiest change.

On motion, the report was adopted, no one dissenting.

This movement in the Philological Association has been attended by the reading of papers on special points of the reform, and has called out no opposition or dissent.

The Spelling Reform Association met in July, at Baltimore. It adopted for general use the alphabet set forth in the above report of the committee of the Philological Association, and recommended an attempt to bring it into immediate use in the manner set forth in the final suggestions of the report. The July *Bulletin* of the Association gives the alphabet as follows:—

THE ALPHABET.

All the vowels should now be named by their sounds: *e* should be called *kē*, *ē* *sē*, *gē*, *qē*, *hē*, *zē*, *wē*, *yē*. The digraph consonants should not be spoken of as two letters, but *ch* be called *ech*, *sh* *ish*, *th* *eth*, *dh* *thē*, *zh* *zhē*, *ng* *ing*.

Letters of transition are in parenthesis, letters merely suggested are in brackets.

a	fother, far.
a	fat, fare.
(a) = ē	potato.
b	bat.
c = k, q	cat.
(ç) = s	cent.
ch [ç]	church.
d	did.
e	met, thēy.
(ē, v) = ī	mē, hē
f	fit, filosofer.
g	go.
(g) = j	gem.
h	hē.
i	it, caprice.
(i) = oi	frior.
j	jet.
(k)	kin.
l	lo, noble.
m	mē.
n	no.
ng [ŋ]	king, ink.
o	no, obey.
ē	net, what, ner, wall.
p	pet.
(q)	(quit) cwit.
r	rat.
s	so.
(s) = z	az.
sh [ʃ, ʃi]	shē, fugar.
t	tell.
th [θ, ð]	thin, author, pith.
dh, th [ð, d]	then, other, with.
u	full, rüle, fool.
(ū, y) = iu	müzic.
v	but, burn.

v	vat.
w	wo.
(x) = cs	wax.
y	yē.
z	zone.
zh [ʒ]	azüre.

Diphthongs not mentioned: *ei*, *cein*; *ou* = (*ou*), *stout*.

The Association urges those who can, to begin at once to use a pure phonetic spelling; but, for those who can not, the proper order of natural progress is pointed out. Printers are urged to use the new letters in the place of those which they resemble in form, at first without change of the spelling; then to drop silent letters; and finally to perfect the phonetic spelling. The best order in which to drop silent letters is as follows:

I. FINAL SILENT E.

1. With short præceding vowel. (a) In long words: *practicabl*, *accessibl*, *imbecil*, *periwinkl*, *medicin*, *trëatis*, *recompens*, *hypocrit*, *infinitt*, *indicativ*. Many hundreds of words belong to this class, in great part learned terms from Greek or Latin, and common to many languages. To scholars they look mor natüral and scholarly, as most languages wrît them, without the final *e*. (b) In short words: *hav*, *liv*, *giv*.

2. With long vowel præceding. (a) The long sound represented by two letters in the old spelling: *frontispieç*, *pëaç*, *voic*, *releas*, *believ*, *perceiv*. (b) The long sound represented by a singl letter in old spelling: *imbib*, *glob*, *popülac*, *suffic*, *undertak*, *provok*, *confiscat*, *constitüt*, *persecüt*, and hundreds mor.

It will bē seen that ther ar degrees of difficulty in parting with silent *e*; but on the whol it is simplest never to wrît it. Everybody can understand that.

Drop it also in plurals and other inflections: *representativa*, *infinitiva*, *givz*, *livd*, *compeld*, etc.

II. T FOR ED.

Another easy chang common in old English, and agen becoming so, is to wrît *t* for *ed*, when it is so pronouncd: *kist*, *worshipt*, *lasht*, *imprest*, *approacht*, etc.

III. OTHER LETTERS.

1. Omit final *ue* in catalog, collëag, harang, etc.

2. Omit *a* from the digraf, *ea*, when pronouncd as *e*-short: *hed*, *heven*, *helth*, *welth*, *zelous*, etc.

3. Omit *gh* when silent, and supply its plac with *f* when pronouncd as *f*: *dafter*, *slaüter*, *bout*, *tho*, *altho*, *enuf*, *ruf*, etc.

4. Wrît *f* for *ph* in alfabet, fantom, camfor, filosofer, etc.

5. Wrît *k* or *c* for *ch* in all words in which *ch* is pronouncd as *k*: *arcitect*, *menarc*, *cemistry*, *caracter*, *cronicl*, etc.

6. Omit *b*, *c*, *d*, *f*, *g*, *h*, *k*, *l*, *m*, *n*, *o*, *p*, *r*, *s*, *t*, *w*, *z*, *ch*, *rh*, and *th* when silent.

7. Omit *a*, *e*, *i*, *o*, *u*, when silent.

8. Change *eau* into *o* in *buro*, *chato*, etc.

The new types have been cast for the Philological Association in Hartford, for the Spelling Reform Association in Boston, and also in New York, Chicago, and St Louis. In August, the publishing firm of Adams, Blackmer & Lyons,

Chicago, began to introduce the new letters in their widely circulated Sunday-school periodical, *The Little Folks*. They do not change the spelling in other respects, and they think that their readers are not embarrassed, but aided in pronunciation. The types are also used, for contributors who wish it, in the *New England Journal of Education*, and they are adopted by several journals specially devoted to phonography and stenography. A large number of teachers' associations have had discussions of the reform, and adopted resolutions in favor of it. Many have appointed committees to co-operate with the committees of the Philological and the Spelling Reform Associations, and to present memorials to the state legislatures.

In England, the subject has excited as much interest and attention as in America. When the privilege of voting was there given to larger numbers, it was agreed that schools should be established to educate the masses. In these schools, the highest point attempted was to read tolerably from a newspaper, and to spell common words with tolerable accuracy. It is found that ninety per cent leave without reaching this standard. There are five lower grades. Eighty per cent leave without reaching the highest of these, the 5th—and sixty per cent without reaching the fourth standard; so that the bulk of the children pass the government schools without becoming able to read intelligently, or to spell accurately. For these results, the country pays annually £3,500,000; and it is agreed that the failure is due mainly to the irregular and unreasonable spelling of our language. The National Society for the Promotion of Social Science, the London Philological Society, the College of Preceptors, and other public bodies, have urged the necessity of action. In 1876, the National Union of Elementary Teachers, representing some ten thousand teachers in England and Wales, voted almost unanimously in favor of a royal commission to inquire into the subject. The school boards of Liverpool and London took up the matter; and a circular was sent out by the London Board asking other boards to join in a memorial to the Education Department, to which over 100 school boards returned favorable replies. A conference and public meeting were held in London, in May, 1877, at which Rev. A. H. Sayce, Professor of Philology in Oxford University, presided; and the president of the Philological Society,

the chairman of the London School Board, and many dignitaries of the church and the state, were present, together with eminent reformers. Able addresses were made, and strong resolutions adopted, and a committee was appointed to seek an interview with the Education Department and present the resolutions. It was a noticeable feature of the meeting, that the advance of improvement in America was the main hope in the minds of the speakers. Dr. Leigh's system of teaching and its success was dwelt upon at great length by Sir Charles Reed, Chairman of the School Board for London; and the opening address of Prof. Sayce declared that "our best hope comes from America."

German Spelling Reform.—Though the spelling of German words is much more regular than that of English, the educationists of Germany have long been desirous of simplifying it.—In 1854, meetings were held at Hanover and Leipzig, which resulted in making certain modifications of spelling obligatory in the higher schools of Hanover. In 1860, a reformed orthography was adopted in Würtemberg for its elementary as well as its upper schools. A similar measure was carried into effect in Austria, in 1861, and in Bavaria, in 1866. As the changes adopted in these states were not precisely the same, there was danger of having a diversity of spelling in the different states of Germany; and a conference of delegates from the several governments was, therefore, called at Dresden, in October 1872, for joint action upon the proposition of Dr. Falk, the Prussian minister of education. Professor von Raumer was commissioned to draw up a scheme of reform. This scheme was privately printed, and sent to the respective governments, and then submitted to a ministerial commission, consisting of Raumer and eleven other educationists, together with a printer and a publisher. The commission met in January, 1876, and approved of the scheme with certain modifications, and an official report of the whole proceeding was published. A society for a radical reform of German spelling was founded in 1876, by Dr. Fricke, and has met with considerable support among German teachers. The *Allgemeine Lehrerverconferenz* in 1877, declared in its favor, and among those, who have encouraged the movement is Max Müller. At the close of the year 1877, the Society had 70 branch associations, some of which were in the United States.

PENNSYLVANIA. In the report of the state superintendent for the year ending June 1, 1877, a revision of the school law is recommended, for the purpose of giving legal sanction to certain irregularities which have grown out of inconsistencies in the law, and which, by long usage, have come to have the force of law itself. The organization of schools in cities is also discussed; and from an examination of the plans

in use in the principal cities of the state, as well as in those of other states and countries, a plan is deduced which might be adopted with advantage throughout the state. The question of the best method of supplying text-books is also considered; and the conclusion is reached that the most economical way of providing them would be for the state to buy and issue them to the pupils, the teacher being made responsible

for their care. A change is proposed by which the election to the office of county superintendent — the importance of which office is strongly insisted upon — might be freed from some of the evils which now attend it. In Pennsylvania, as in so many other states, during the past year, the friends of education have been called upon to meet objections persistently urged against the high schools; and considerable space in the last annual report is devoted to their defense. The attention of the legislature is also called to the fact that large numbers of children in the state are growing up without education. While the superintendent does not look with favor upon a compulsory attendance law, he proposes a measure by which local boards may be enabled to induce attendance, still keeping within their powers as laid down in the present law. Industrial education, or "education for work," as it is termed in the report, receives fuller treatment than any other topic. It is recommended that the first step toward this desirable department of instruction be taken by the introduction of drawing into the school course, thus rendering easy the subsequent establishment of more advanced special schools, in which thorough preparation for particular occupations may be given, and a foundation laid for esthetic culture. The establishment of workshop schools, in cities and large towns, is proposed as timely; and the example set by the Massachusetts Institute of Technology and the Boston Whittling School are cited to prove that the project is not only not visionary but entirely feasible.

The state superintendent of public instruction is James P. Wickersham, LL. D., who was appointed in 1866.

[Dr. Wickersham was born in Newlin, Pa., March 5, 1825. He was educated in the common schools and in Unionville Academy. In 1845, he was principal of the Marietta Academy; afterward superintendent of Lancaster County; and subsequently founded the Normal School Institute at Millersville, which was the source of the present normal school system of the state. He became principal of this school in 1856, and retained the position ten years, till his appointment by Governor Curtin to the office of state superintendent. In 1869, he was chosen president of the National Superintendents' Association; and, in 1866, was president of the National Educational Association. Dr. Wickersham has been a frequent contributor to educational papers, and, since 1870, has edited the *Pennsylvania School Journal*. He is the author of two works which have been widely used: *Methods of Instruction* and *School Economy*.]

The following items of school statistics are taken from the last report of the state superintendent (1877):

Number of children attending the public schools.....	907,412
Average number of pupils.....	575,597
Number of public schools.....	17,783
" " " graded.....	6,290
" " " private schools.....	527
" " teachers, males.....	9,096
" " females.....	11,556
Average monthly salary, males.....	\$37—\$38
" " females.....	\$32—\$30
" length of school term in months.....	6.77
Total valuation of school property.....	\$25,460,761

The expenditures were as follows:

For tuition in common schools	\$4,817,563.35
" buildings, rents, etc.....	1,276,578.55
" support of orphan schools	380,656.70
" all other expenses.....	2,489,237.54

Total expenditures.....\$8,964,036.14

Normal Instruction.—The number of normal schools belonging to the state is ten, besides which there is one belonging to the city system of Philadelphia. The number of students attending the state schools during the year, exclusive of those in the model schools, was 2,770; the number of teachers, 110,—56 males and 54 females. The property of these state schools is valued at \$1,200,000. Some of them having been founded as private schools, were heavily burdened with debt when they were recognized as state schools; and, in order to save them from extinction, the legislature, in 1877, made an appropriation of \$175,000 for their relief. An appropriation of \$500,000, payable in from 3 to 5 years, is still needed to make them self-sustaining. If this could be made, the superintendent declares that "Pennsylvania would have a system of normal schools unequaled in the United States, if in the world." Normal instruction is also given in the colleges of Monongahela, New Castle, Waynesburg, and in Lincoln University. The number of county teachers' institutes held during the last school year was, excluding Philadelphia, 67. Their average term was 5 days; the number of teachers who are members was 13,109; the average number present, 8,676; and the number who taught in the public schools, 9,907.

Secondary Instruction.—In addition to the public high schools, in 1877, there were 169 private academies and seminaries in the state, which, with 358 ungraded private schools, gave employment to 929 teachers, and instruction to 26,240 pupils. The number of preparatory schools and departments, reported in 1876, was 32; the number of business colleges, 10. The former had 101 teachers and 2,303 students; the latter, 44 teachers and 1,858 students.

Superior, Professional, and Scientific Instruction.—Twenty-nine colleges and universities, according to the latest reports, had a total of 355 instructors, and 4,374 students, of whom 2,269 were of the collegiate grade. Their libraries contained 202,000 volumes. A number of these institutions admit both sexes, and have scientific as well as classical courses.—Monongahela College, at Jefferson, under Baptist control, was chartered in 1867, and organized in 1868. It has a preparatory, a classical, and a scientific course, a ladies' English and a normal department. — St. Francis College, at Loretto, is under Roman Catholic control. It was chartered in 1844, and organized in 1849.—St. Joseph's College, in Philadelphia, is also under Roman Catholic control. It was organized in 1851, and chartered in 1852.—The Pennsylvania State College, at State College, Centre County, was chartered in 1854, and organized in 1859. Subsequently, it received the proceeds of the Congressional

land grant to the state for an agricultural and mechanical college. It admits both sexes, and has a preparatory department. The collegiate courses, each of four years, are the agricultural, the scientific, and the classical, leading respectively to the degrees of Bachelor of Agricultural Science, Bachelor of Science, and Bachelor of Arts. The institution has a model and experimental farm of 100 acres, and a general farm of 300 acres. The State College, in 1876-7, had 12 instructors, 157 students, of whom 67 were of the collegiate grade, and libraries containing 3,600 volumes. — The scientific department of the University of Pennsylvania, in 1877-8, had 19 instructors and 119 students. — The Polytechnic College of the State of Pennsylvania, in Philadelphia, in 1875-6, had 8 instructors and 69 students. — Seventeen schools or departments of theology, according to the latest returns, had 85 instructors, 455 students, and 98,500 volumes in their libraries; four of medicine, 62 instructors, 1,299 students, and 5,000 volumes; two of dentistry, 52 instructors and 230 students; one of pharmacy, 3 instructors, 266 students, and 3,000 volumes; one of law (University of Pennsylvania), 5 instructors and 90 students. A law department, with 5 professors, was organized in Lafayette College, in October, 1875. — Fourteen colleges for women reported, in 1876, a total of 191 instructors, and 1,134 students, of whom 500 were of the collegiate grade. — Ten business colleges reported 44 instructors and 1,858 students.

Special Instruction. — Girard College for orphans, is divided into three schools, in which the course of study extends over 8½ years, and embraces not only elementary branches, but some of those which are usually found only in the high school. The number of pupils, in 1876, was 550. There are 37 other orphan houses or industrial schools, which, during the same period, had 4,470 inmates under instruction. — The Pennsylvania Institution for the Deaf and Dumb, at Philadelphia, and the West Pennsylvania Institution, at Turtle Creek, had together 21 teachers and 388 pupils, — 224 males and 164 females. The former receives pupils from other states, principally New Jersey and Delaware, and has superior accommodations and facilities for instruction, which enable it to extend the course of study beyond the limit usually prescribed in such institutions. The school at Turtle Creek was not established till 1876. The state appropriation that year for its support was \$16,000. The Pennsylvania Institution for the Instruction of the Blind, at Philadelphia, in 1876, had 34 instructors and employes (21 of whom are blind) and 207 pupils. — Two reform schools — at Philadelphia and at Morgantown — reported, in 1876, an attendance of 345 children. A training school for feeble-minded children, at Media, is supported by the state.

PHILADELPHIA. In this city there is no superintendent of schools. For a full account of its school system see *Cycl. of. Ed.*

The principal items of school statistics, for the year ending December 31., 1876, are as follow:

Number of pupils belonging Jan., 1., 1876	94,9
" " " " Dec. 31., 1876	99,2
Average attendance.....	84,6
Number of schools or classes.....	1,6
" " of teachers, males.....	1,6
" " " " females.....	1,6
Average monthly salary, males.....	\$159
" " " " females.....	\$50

The school expenditures were as follows:

For teachers' salaries.....	\$1,074,834.46
For buildings, sites, repairs, etc.	314,663.53
For books, stationery, etc.	440,666.98
Total expenditures.....	\$1,830,164.97
Total valuation of school-property.....	\$6,040,038.00

Besides the public schools mentioned in the above list, there were 51 evening schools, with nearly 15,000 pupils, and a large number of private schools of all grades. A marked effect in favor of industrial art education was produced in Philadelphia by the Centennial Exhibition; and strong influences have been exerted to encourage the study of art in the schools by the introduction of drawing. The establishment of the new museum and art school furnishes an incentive to the advocates of this measure to persevere in their efforts. The normal school for girls has recently taken possession of a new school building, which is regarded as fully equal to any in the country for its peculiar purpose. The average attendance at this school, in 1876, was 774; the number of graduates 156. The size of this school, the length of its course (4 years), and the recognized ability of its corps of teachers combine to give it a very important position, not only in the city system, but among the normal schools of the country.

PITTSBURGH. A very important change has been made in the school system of this city during this year, the power to levy a tax for the support of public education having been taken from the school board, and given to the city council. This change, it is thought, is calculated to do great injury to the system. The superintendent, in his report for 1877, expresses the hope that laboratories for chemistry and physics may be established in connection with the academic department of the high school, and recommends the establishment of a training school or schools as a necessary adjunct to the normal department. In the industrial evening schools, the progress made is reported as "remarkable;" and not a single case of misconduct has been reported. The greatest want felt in these schools, at the time of the report, was that of grading, and of a proper supply of objects, models, and designs.

The city superintendent is George J. Luckey, elected in 1868.

The population of the city, in 1877, was estimated at 135,000. The school system comprises one high school, — which includes, besides the high school proper, a normal and a commercial department, — and district and sub-district schools, which occupy 52 buildings. The follow-

is a summary of the school statistics for the year 1877:

Number of pupils admitted.....	22,280
Average monthly enrollment.....	17,918
Average daily attendance.....	15,057
Number of teachers, males.....	50
" " females.....	392
Total valuation of school property.....	\$1,910,000.00
School receipts.....	\$608,401.30
School expenditures.....	\$536,716.77

Besides the public schools, there were, in 1876, within the city limits, 45 private schools, with a roll of 213 teachers and over 11,000 pupils.

ALLEGHENY CITY. The schools of this city are managed by a board of 66 controllers, 6 being elected (2 each year) in each of the 11 wards of the city. The executive officer is a city superintendent. Changes are recommended by the president of the board in the method of supplying pupils with text-books, and in the status of drawing, which, it is thought, should be made obligatory. Viewed as a whole, the condition of the schools exhibits, in the language of the superintendent, "substantial evidence of progress."

The city superintendent is John Davis, elected for three years from June, 1875.

The chief items of school statistics, for the year 1877, are as follows:

Number of pupils enrolled.....	12,274
Average monthly enrollment.....	9,342
Average daily attendance.....	7,950
Number of teachers, males.....	15
" " females.....	182
Average salary, males.....	\$1,214.40
" " females.....	\$492.27
Total valuation of school property.....	\$888,031.38
School receipts.....	\$118,249.70
School expenditures.....	\$118,160.32

In addition to the public schools, there were, in 1877, thirty-one private and denominational schools, as follows: 16 non-sectarian, 10 Catholic parochial, and 5 Protestant parochial schools. These gave employment to 69 teachers, and furnished instruction to 3,458 pupils.

PORTUGAL. According to the census of 1864, there were in Portugal, on the continent, 435,329 persons between 5 and 10 years of age, 408,574 between 10 and 15, and 364,408 between 15 and 20. Corresponding figures are wanting for the Azores and Madeira, which are reckoned as integral parts of the kingdom. The expenditure for educational purposes, in 1875—6, was estimated at \$1,200,000 (\$900,000 by the state, and \$300,000 by individuals). In 1871—2, there were 2,244 government primary schools in operation, of which 1,910 were for males and 334 for females, attended by 113,097 pupils (92,834 boys and 20,263 girls). In 1874, there were 2,631 public schools (2,122 for males and 509 for females), of which 2,457 (1,995 for males and 462 for females) were on the continent, against 1,463 (1,366 for males and 127 for females) in 1862. There are in Lisbon two normal schools (one for males and one for females), created by a decree of Dec. 14th, 1869, and designed to qualify teachers for the primary schools. For secondary instruction, in 1873—4, there were 22 government lyceums, with 157

professors and 2,642 students. Of the lyceums, eight (those of Lisbon, Oporto, Coimbra, Braga, Evora, Santarem, Viseu, and Funchal) are of the first class, and the rest of the second class. Outside of the lyceums, there were, in different villages, 62 professors of secondary instruction, salaried by the government. There were also, in 1873—4, scattered in various towns, 123 schools for secondary instruction, in which were taught the rudiments of Portuguese, Latin, French, and English. The Royal Military College, in the suburbs of Lisbon, has two principal objects: to recompense the officers of the army and navy for their services by affording free instruction to their sons, and to give the latter a military education. It has 18 officers and instructors and 196 inmates.

Superior Instruction is afforded by the University of Coimbra, the Lisbon Polytechnic School, the School of the Army (*escola do exercito*) and the Naval School at Lisbon, the Oporto Polytechnic Academy, the medico-surgical schools at Lisbon, Oporto, and Funchal, and the Higher Course of Letters (*curso superior de letras*) at Lisbon. The University of Coimbra was founded at Lisbon by King Dom Diniz, in 1290. It was removed to Coimbra in 1307, re-transferred to Lisbon 70 years later, and finally fixed at Coimbra by John III. in 1537. Until 1772, instruction was given only in theology, law, and medicine; but the Marquis of Pombal effected a great reform in that year by the creation of faculties of mathematics and philosophy. Subsequently, an administrative course (*curso administrativo*) was established. There are now the following departments: theology; law; medicine; mathematics; mechanics; descriptive geometry; practical astronomy; geodesy; celestial mechanics; inorganic chemistry; organic chemistry and chemical analysis; physics; botany; zoology; mineralogy, geology, and mining; political economy; public law; civil law; general agriculture; administrative legislation; penal legislation. There is also a professor of design. The teaching force consists of 52 professors and 15 assistants. In 1872—3, there were 1,084 students; namely, in theology, 83; law, 398; medicine, 81; mathematics, 129; philosophy, 265; administrative course, 3; design, 125. The Polytechnic School of Lisbon affords instruction in the higher mathematics, natural history, political economy, etc.; and, in 1871—2, it had 12 professors, 8 assistants, and 1 professor of drawing, with 480 matriculated students. The School of the Army, in 1874—5, had 23 officers and instructors, with 272 students; namely, in military engineering, 32; artillery, 26; for officers of the staff, 7; civil engineering, 6; cavalry and infantry 198; hydraulic engineering, 2; free student, 1. The course in military engineering is for three years; the other courses are for two years. The Naval School has 12 officers and instructors. The polytechnic School of Oporto, less advanced than the school of Lisbon, in 1872—3, had 13 professors and 226 matriculated students. The medico-surgical schools of Lisbon and Oporto

have each 12 professors and 7 other instructors. The former, in 1872—3, had 199 students, and the latter 247. The Funchal Medico-Surgical School, the same year, had 2 professors and 4 students. The Higher Course of Letters was founded by Dom Pedro V. It has 5 professors presiding over the following chairs: universal history of the country; Latin and Greek literature; modern literature of Europe, especially the Portuguese; philosophy; and philosophy of history. The number of matriculated students, in 1872—3, was 32. — The Royal Academy of Fine Arts, at Lisbon, in 1873—4, had 6 professors, with 224 students; and the Oporto Academy of Fine Arts had 4 professors, with 33 students. The Royal Conservatory at Lisbon comprises a school of dramatic art, with 3 professors, and a music school, with 10 professors. In 1873—4, there were 213 students (95 males and 118 females). The Lisbon Industrial Institute comprises a general course of instruction for workmen, and courses for superintendents of factories and industrial shops, civil engineers, and telegraph operators, and a commercial course. In 1872—3, it had 11 professors, with 338 students. The Oporto Industrial School has the same organization, with 10 professors. For elementary agricultural instruction, there is a model farm at Cintra, with experimental stations in certain districts and agricultural courses in some of the lyceums. Higher agricultural and veterinary instruction is afforded by the General Institute of Agriculture, at Lisbon, with 11 professors. For ecclesiastical instruction, there are 14 seminaries, 5 ecclesiastical courses, and a foreign mission college, with 1,897 students, in 1873—4. These are supported by an endowment whose revenues are applicable to the education of the clergy, and to other ecclesiastical objects. The higher ecclesiastical instruction is afforded in the theological faculty of Coimbra.

PRESBYTERIANS. 1. *Presbyterian Church in the United States of America.* — The Board of Education of this Church, during the year 1876—7, received \$55,059.79, and gave financial aid to 462 students (249 theological, 193 collegiate, and 20 academical, of whom 48 were colored). The secretary of the Board, in the discharge of the duties of his office, visited 16 colleges and seminaries, addressing the students collectively or individually, and conferring with instructors. The Board of Missions for Freedmen maintained, during the same year, 41 parochial day schools, with 70 teachers and 3,748 pupils. The five higher schools for freedmen (Biddle University, Charlotte, N. C.; Scotia Seminary for Colored Girls, Concord, N. C.; Brainerd Institute, Chester, S. C.; Fairfield Normal Institute, Winnsboro, S. C.; and Wallingford Academy, Charleston, S. C.) returned 937 students, of whom 36 were studying for the ministry. The 13 theological schools, according to the reports made to the General Assembly, in May, 1877, had 61 professors and 693 students, and had graduated 159 members of their classes. Of the theological seminaries,

Princeton Seminary has a library of 28,433 volumes, and reports 81 endowed scholarships; the Western Seminary has 21 scholarships; Blackburn University, and the theological departments of Lincoln and Biddle universities, were established mainly with reference to the demands of the colored people for educated preachers. They together reported to the General Assembly 10 instructors, 165 students, and 10 graduates. The German Theological School, at Bloomfield, N. J., and the German Theological School of the Northwest, at Dubuque, reported 7 instructors, 29 students, and one graduate. The schools under the direction of the Board of Missions, among the Indian tribes of the United States, in Mexico, Brazil, the United States of Colombia, Chili, Siberia, the Gaboon (Africa), India, Siam, China, Japan, Persia, and Syria, had, according to the reports for 1877, a total of 14,731 pupils.

2. *Presbyterian Church in the United States (Presbyterian Church South).* — The Executive Committee of Education reported to the General Assembly of this church, in May, 1877, that they had expended during the year \$13,052.13, and had aided 74 students in all stages of preparation, of whom 33 were reported as strictly theological students, and the rest were pursuing literary and scientific studies at various colleges. The establishment of the Institute for the Education of Colored Candidates for the Ministry was authorized by the General Assembly of 1876. The institution was established at Tuscaloosa, Ala., under the care of the Rev. C. A. Stillman, D.D., with one assistant, and was opened on the 1st of November, 1876. Six students attended during the first term, of whom two were regular candidates, under the care of presbyteries. The course of instruction begins with elementary theological studies, to which the higher branches will be added as the students advance. The church has a theological seminary, at Columbia S. C., and the Union Theological Seminary, at Hampden Sidney, Va. The seminary has a faculty, when complete, of 6 instructors; and, in 1876—7, had 25 students, of whom 9 were in the senior class. The Union Seminary has a faculty of 4 instructors, with a library of 10,500 volumes, and for 1876—7, returned 62 students, the graduating class consisting of 13 members. Schools of various grades are connected with the missions among the Indian tribes (Choctaws); also in Mexico, Brazil, and China, with a total average attendance as far as is reported, of 381 pupils, of whom 3 are theological students in Mexico.

3. *Cumberland Presbyterian Church.* — The Committee on Education of this Church reported to the General Assembly, in May, 1877, that 4 of the colleges, — Cumberland University, Waynesburg College, Lincoln University, and Trinity University, had been attended, during the year, by a total of 1,270 students. The theological department of Cumberland University has a productive endowment of \$30,000, with \$30,000 in prospective. It was opened for the

fall term of 1877, with a faculty of 4 professors, in the chairs of Biblical literature, evidences of Christianity, and pastoral theology; ecclesiastical history; Hebrew and Greek; and systematic theology. Additional annual courses of lectures were provided for on American church history and on pastoral work. The Committee on Education recommended to the last General Assembly that a theological department be established in connection with each of the institutions of the Church, to consist of a separate course of study adapted to the ministry rather than of a separate department. The assembly appointed a special committee to consider the selection of a suitable course for the theological students in the colleges; and the committee have asked the co-operation of the officers and faculties of the several institutions in carrying out their object.

4. *United Presbyterian Church.*—The Board of Education of the United Presbyterian Church reported to the General Assembly in 1877 that its total receipts for the year had been \$3,553.09, and that it began the new year with a debt of \$2,191.77, which was, however, less than the amount of the debt at the beginning of the previous year. Grants had been made to eighteen young men intending to enter the ministry. The receipts of the Board of Freedmen's Missions for the year were \$6,746.84. The building for the Freedmen's College, at Knoxville, Tenn., which is described as an elegant structure, occupying one of the most beautiful sites near the city, was opened and occupied on the 1st of September, 1876. The total enrollment of students for the year was 141, but the largest attendance at any one time was less than 100. The board reported that "the grade of studies is necessarily low, but advancing; probably the highest would not be above the intermediate grade in a good public school; yet some pupils went out during the winter to teach, and others, who had been teaching during the winter, came into school at the close of their terms. The religious feature in education has been made prominent." A class in theology has been formed, in which 10 students were enrolled during the term. A literary society has been organized, a reading room fitted up and opened, and a library of "almost 1,000 volumes" provided. A sewing school for girls and a class for women have been opened in connection with the mission. Another mission for the freedmen has been begun at Chase City, Va., with a school at which the total enrollment of pupils, from November, 1876, till May, 1877, was 73; and the average attendance, 40. The Board of Foreign Missions made report of 10 schools in Syria, with 420 pupils; 1,976 pupils in India, of whom 12 were students in theological training; 1,475 pupils in Egypt; and one day school in China, with 25 boys in attendance; giving a total of 2,996 pupils. The presbytery at Sealkote, India, at its meeting held about the beginning of the year 1877, decided to establish a theological seminary at Sealkote, with departments

of systematic and pastoral theology, Biblical criticism and literature, and church history, the course of study to occupy four years.

5. *Synod of the Reformed Presbyterian Church.*—This body consists of nine presbyteries—in the states of New York, Pennsylvania, Ohio, Illinois, Iowa, and Kansas, with 107 congregations, 100 ministers, 10,101 communicants, and 865 teachers, and 7,594 scholars in the Sunday-schools. Its board of education has charge of Geneva College, at West Geneva, Ohio, with an endowment fund, as reported in 1877, of \$10,000, and a faculty of 5 instructors. The theological seminary at Allegheny City, Pa., in 1876—7, had a faculty of 3 instructors, and 21 students in attendance. Schools were conducted during the same year in connection with the missions to the freedmen at Selma and Camden, Ala., with 6 teachers and a total enrollment of 314 scholars. The church has a mission in Syria, with which are connected 9 day and boarding schools, with 278 scholars, and 5 Sunday-schools, with 148 scholars.

6. *General Synod of the Reformed Presbyterian Church in North America.*—This body has 6 presbyteries, with 49 churches, 51 pastors or supplies, and 4 licentiates. The Board of Education reported, at the meeting of the Synod, that they had received, during the year, \$962.70, and had expended \$813.44. The Theological Seminary, at Philadelphia, Pa., has an endowment fund of the nominal value of \$30,559.12. Its income, for 1876—7, was \$2,273.63; and its classes were attended, during the session, by 11 students, of whom 4 completed their course.

7. *Presbyterian Churches, Scotland.*—The Presbyterian Churches in Scotland, which formerly had the largest share in the direction of elementary education, are gradually yielding it to the authorities constituted under the board of education. The reports of the government inspectors, for the year ending August 31., 1876, shows that, of the 2,829 primary schools in the kingdom, 420 were under the control of the Established Church, against 1,379, in 1863; and 136 were under the control of the Free Church, against 577, in 1873. The schools of the Established Church returned 656 certificated teachers, 913 pupil and assistant teachers, an average attendance of 58,428, in both day and evening schools, and an income of £110,788. The schools of the Free Church returned 241 certificated teachers, 323 pupil and assistant teachers, an average attendance of 21,026, and an income of £39,167. The reports to the general assembly of the Established Church, in May, 1877, showed there were only 35 schools (mostly for girls) which depended for aid upon the Church of Scotland, and that they had, during the year, received grants from its funds, amounting to about £800. The committee of the assembly proposed to take advantage of the provision in the English Education Act in favor of voluntary schools (which had been extended to Scotland) by withdrawing from all the schools in which the sum claimable from the govern-

ment and from fees might, taken together, be expected to reach, in the case of girls' schools, £45, and of boys' schools £55, per annum, exclusive of a dwelling-house. It was decided to continue the scheme for religious inspection, although only 38 schools had sought such inspection. The reports to the general assembly of the Free Church, which met at the same time, also showed that its education scheme had practically come to an end. Only 30 schools were connected with the scheme, and to them the amount of £400 in grants was to be made. The committee of this assembly advised that congregations resolving still to carry on schools should take them into their own hands. The sum of £1,100 had been paid from the funds of the assembly in the form of retiring allowances to aged and infirm teachers. Both the Free and Established churches, as well as the United Presbyterian Church, manifested an active interest in favor of the measure which was before the British Parliament for the permanent organization of the Scottish Board of Education. Representatives of the commissions and educational committees of the general assemblies and the United Presbyterian Synod presented petitions or made representations in favor of it, at the beginning of the year. The general assemblies of the Established and Free churches adopted expressions in favor of the measure. The synod of the United Presbyterian Church re-appointed its committee on national education, with instructions to watch over the legislation on the subject, to prevent the lowering of the

standard of education in the public schools, and to aid the plan for a permanent Scottish board.

PRINCE EDWARD ISLAND. On the 1st of July, the new and thoroughly non-sectarian school law went into effect. In many points it is similar to the existing school laws of Ontario, Nova Scotia, and New Brunswick. Education had long been in a backward condition in the province, but the new law promises to work a great improvement. The teachers receive larger salaries than formerly, and more money is required for the support of better school-houses and modern improvements. Formerly a tax of 6s.8d. was levied on every farm consisting of 100 acres; but now a more equitable system has been adopted. The Board of School Trustees for Charlottetown has gone to work with energy, but in organizing the city schools it has had many difficulties to contend with. It found but one respectable building in the town (the Wesleyan academy) which could be used as a school-house. This was rented, and in it were organized a normal and a model school. The other schools of the city are arranged in temporary buildings, in groups corresponding to two other graded schools. There will thus be, when the proper buildings are erected, 3 graded schools, attended by about 1,200 children. The schools of Summerside have been re-organized, and it is proposed to erect a new school building there to accommodate 400 children. A new graded school has been opened at Georgetown. Prince of Wales college has been affiliated to the University of Halifax.

QUEBEC. The operation of the new school law, passed at the last session of the legislature (1877), has effected several important changes in the administration of the school system of the province. The examination of candidates for appointment to the office of school inspector has been carefully regulated. There are two boards of examiners constituted respectively by the Roman Catholic committee and the Protestant committee of the council of public instruction. The following are the qualifications for the former: (1) Each candidate must be over 25 and under 60 years of age; (2) he must produce (a) a baptismal certificate, (b) a diploma of qualification from one of the normal schools or boards of examiners of the province, (c) a testimonial from the schools in which he has taught during the preceding five years, (d) a certificate of good conduct; (3) he must pass a good examination in (a) the branches of school instruction, (b) the art of teaching, (c) the school laws, (d) the construction of school buildings. He is also required to compose a theme on a proposed subject, and to understand both the French and the English language. The Protestant candidates for diplomas, coming before Protestant and mixed boards, are examined by written or printed papers on

each subject prescribed, except dictation, reading, and mental arithmetic. — In pursuance of the provisions of the new law, the superintendent of public instruction was authorized to organize the depository for books (*magasin scolaire*) and other school necessities, the articles to be sold to school municipalities at cost price. This measure has excited great opposition from the publishers and book-sellers, as establishing a government monopoly. The superintendent, in his report for 1876—7, states that the lapse of time since the passage of the law has not been sufficient to test the benefits of the new depository; although, up to the first of December last, the sales had amounted to \$12,600. The design of the new law is to establish a uniformity of text-books in the province, which seems to have been greatly needed. — The teaching of drawing is made compulsory, and instruction in agriculture is becoming very general in the schools. To facilitate the latter a *Manual of Agriculture* is issued from the government depository. — By the new school law, commissioners and trustees are required, under the penalty of a fine, to keep their teachers paid up to the end of each half year; and the semi-annual reports of the secretary-treasurer must specify that they have been paid in order to entitle the school to a share of the

government grant. — The salaries paid to teachers are still quite small. In 1876, there were 115 male and 1,722 female teachers (787 belonging to religious communities) receiving less than \$100 a year each; 374 males and 2,544 females receiving less than \$200; 480 males and 345 females receiving from \$200 to \$400; and 219 males and 50 females receiving over \$400 a year each. Of the whole number of male teachers, 536 were religious by profession; so that the number of lay male teachers receiving a salary of less than \$400 was 318.

Primary Instruction. — The report of the superintendent of public instruction for 1875-6 presented the following statistics of the elementary schools:

Number of public elementary schools	3,631
" " Roman Catholic elementary schools	71
Number of Protestant elementary schools	128
Number of independent elementary schools	130
Total number of elementary schools	3,960
Pupils enrolled in elementary schools	160,687
Average attendance	118,159

There were also 137 model schools, with 15,363 pupils enrolled, and an average attendance of 12,482.

Secondary Instruction. — The institutions for secondary instruction include 220 academies, with an enrollment of 32,415 pupils and an average attendance of 27,585; besides which there were reported 42 other secondary institutions, with 8,307 pupils.

Normal Instruction. — There are 3 normal schools, according to the report of 1875-6, with 309 pupils. — The annual convention of the Protestant teachers was held on the 11th and 12th of October; and, although the attendance was small, the proceedings awakened considerable interest. The most important papers were: *On Linear Drawing* (Mr. Hubbard), *On the Normal Training of Teachers* (Mr. McGregor),

The Cultivation in Schools of a Taste for Natural History (Rev. T.W. Tyler), *On Teaching Phonography in Schools* (Dr. Miles), and *On Classical Education in Canada* (Rev. P. Reed).

Superior Instruction. — According to the report of 1875-6, the three universities had 84 instructors and 680 students. There were 42 colleges with an enrollment of 8,307 students and an average attendance of 7,882. A complaint has been made that the matriculating candidates for the universities have not sufficient elementary training, the effect being, it is said, to force high schools and academies into the position of elementary schools, to fill the colleges with boys of 14 or 15 years of age, and to give these latter degrees at an age when they ought to be leaving school. — It has been decided to open a college in Montreal in connection with Laval University, which is to include the four faculties of divinity, law, medicine, and arts.

The following summary of educational statistics in the province is taken from the report of 1875-6:

	Number.	Instructors.	Pupils.
Universities	3	84	680
Secondary schools	262	1,326	40,722
Normal schools	3	47	809
Special schools	17	94	1,619
Primary schools	4,306	4,966	191,734
Total	4,591	6,517	235,064

According to the report of 1876-7, the average attendance of students in all the educational institutions was 178,621, out of 232,765 enrolled. The institutions receiving grants from the superior education fund (\$80,000) were as follows: classical colleges, 8; commercial colleges, 17; model schools, 261; mixed academies, 26; academies for girls, 65, making a total of 380.

REFORMED CHURCHES. I. Reformed Church of America. — The Board of Education of the Reformed Church in America reported to the General Synod, in 1877, that an increased number of students had been under its care during the year, the whole number of students aided being 87. Of these, 12 had completed their course, and entered upon their work. The number of new students received during the year was 14; and the number actually studying, at the time of making the report, was 68. The board had aided 7 churches in maintaining parochial schools, which schools reported a total of 487 scholars, and an average attendance of 311. The receipts of the board, from church collections and gifts, had been \$12,263.59. Six day schools are maintained in connection with the missions of the church in China, and 38 in connection with those in Japan, which together were attended by 1,427 scholars. Two seminaries

in India, and one in Japan, return 105 pupils. One of the seminaries in India, situated at Arcot, receives from the English government an annual grant of 300 rupees. Five candidates are under theological instruction in China, and 14 in Japan, while nearly the entire body of native helpers in India, whose number is not definitely given, are enrolled as theological students. The theological seminary at New Brunswick, N. J., was attended by 40 students, of whom 12 were in the senior class, 15 in the middle class, and 13 in the junior class. More than 3,000 volumes had been added to the Gardner A. Sage Library, which contained upward of 28,000 volumes and 4,000 pamphlets.

II. Reformed Church in the United States. — This church, in 1877, had 5 theological institutions, in which young men who have had the necessary college training are instructed for the ministry. The course of instruction is from

two to three years, and tuition is generally free. The total number of students who have been prepared for the ministry by these institutions, was estimated, in 1877, as follows: Eastern Theological Seminary, 342; Tiffin Theological Seminary, 176; Sheboygan Mission House, 120; Ursinus Theological Department, 25; Mercersburg Theological Seminary, 20; total 683. There are 3 educational societies, the object of which is to seek out, encourage, or educate young men for the ministry; namely, the board of the Ohio Synod, the board of Ursinus College, and the board of the Eastern Synod. The Sheboygan Mission House, in Wisconsin, and the Ursinus Theological Department have each 3 professors; the others have less. The church has four colleges in Pennsylvania; namely, Ursinus College at Freeland; Franklin and Marshall College, at Lancaster; Mercersburg College, at Mercersburg; Palatinate College, at Meyerstown; two in Ohio.—Heidelberg College at Tiffin, and Calvin Institute at Cleveland; and one in North Carolina.—Catawba College, at Newton. Heidelberg College, which was opened in 1850, and has a faculty of 7 professors, has educated more than 3,400 students.

III. *The Reformed Dutch Church of South Africa* has a theological seminary, with 3 professors, which has been attended in different years by from 14 to 24 students. A high school for young women was established in 1873, at Wellington, and supplied with female teachers from New England, graduates of the seminary at Mount Holyoke, Mass. The next year a new building was erected for the school, and provided with more teachers engaged from the United States. Other schools were opened and similarly supplied with teachers; and a number of other schools having been projected in different parts of Cape Colony and the neighboring colonies, the Rev. Andrew Murray, moderator of the General Synod, was deputed to visit the United States and obtain a sufficient number of teachers for them. Three young women, engaged by him as teachers, sailed for the Cape of Good Hope in July, 1877; and they were followed, on the 11th of August, by the Rev. G. R. Ferguson and his family, and 10 more young women. The schools are situated at Wellington, Stillensbosch, Worcester, Graaf Reinet, Pretoria (the capital of the late Transvaal Republic) and Swellendam.

RHODE ISLAND. The educational question of most pressing importance in this state has been how to secure a larger attendance of pupils in the schools. The latest report shows that, out of a population of a little more than 200,000, there are 14,152, who attend school less than a month a year, 16,227 who cannot read, and 24,168 who cannot write. Two causes combine to produce this—the manufacturing and industrial character of the state, by which large numbers of children of school age are constantly employed in the mills and factories, and the want of an efficient compulsory attendance law. A law does, indeed, exist; but having been enacted many

years ago, when the need of it was not so urgent, it became a dead letter, and the practice of neglecting it has grown into a habit. The need of some instruction for this large class of illiterates has been recognized in some parts of the state, and evening schools have been established to meet it; but the number of such schools is considerably below that required by the class of persons for whom they are intended, and the tendency seems to be toward their decrease. In the public day schools, much improvement has been made in text-books, methods of instruction, etc., and the recent school work is considered to show substantial progress.

The *state commissioner of public schools* is Thomas B. Stockwell, who was elected in 1875.

[Mr. Stockwell was born in Worcester, Mass., July 6th, 1839. He was educated in the public schools, and in Brown University, from which he graduated in 1862. He was sub-master of Eaton Grammar School, New Haven, in 1862; principal of the High School in Holyoke, Mass., in 1863; and teacher in the Junior Department of the Boys' High School in Providence, from 1864 to 1874; from which position he passed to that of Commissioner of Public Schools. Mr. Stockwell, in addition to his other duties, was associate editor of the *Rhode Island Schoolmaster*, from 1869 to 1874.]

The following summary of *school statistics* shows in part the condition of the schools in 1877:

Number of children of school age (4 to 16).....	53,316
“ enrolled in public schools.....	39,959
Average number belonging.....	30,816
“ attendance.....	27,562
Number enrolled in evening schools.....	3,739
Average number belonging.....	2,720
“ attendance.....	1,714
Number of teachers, males.....	212
“ “ “ females.....	892
“ “ “ in evening schools.....	177
Average monthly salary, males.....	\$81.06
“ “ “ females.....	\$45.91
Average length of school term.....	9mo. 1 day
“ “ “ evening school term, in weeks.....	12
Total valuation of school property.....	\$2,644,541
School receipts.....	\$730,422
“ expenditures.....	\$725,962

Normal Instruction.—Slight changes were made, during the year, in the state normal school at Providence, in regard to the attainments required for graduation, the standard being to a considerable extent advanced; and an improvement in the manner of teaching certain studies was noted, with corresponding results. The number of students in the school was 144. Much activity is shown in this state in the work of teachers' institutes and associations, owing partly, perhaps, to the existence there of the oldest association of this kind in the country (the Rhode Island Institute of Instruction) and the unusual number of prominent teachers and educators who have been connected with it as members or lecturers. It was founded in 1845, by Henry Barnard, and has held more than 100 meetings since that time, in various parts of the state, the number being sometimes as many as four a year. Associations of school superintendents also exist, the meetings of which usually take place quarterly.

DIOCESES.	Estimat. Cath. Populat.	Higher Schools.	Pupils in Paroch. Schools.
III. Province of St. Louis.			
Archdiocese St. Louis.....	945,000	88	—
Diocese Dubuque.....	350,000	21	15,400
" Nashville.....	100,000	10	10,000
" Chicago.....	30,000	10	2,500
" Alton.....	240,000	17	25,000
" St. Joseph.....	100,000	15	8,900
" St. Joseph.....	18,000	2	—
" Peoria.....	45,000	3	2,000
" Leavenworth.....	50,000	7	1,700
Vic. Apost. Nebraska.....	12,700	3	—
IV. Province of New Orleans.			
Archdiocese New Orleans.....	413,000	77	—
Diocese Mobile.....	250,026	26	9,000
" Natchez.....	16,000	13	—
" Little Rock.....	12,600	5	—
" Galveston.....	2,500	2	—
" Natchitoches.....	25,000	9	—
" San Antonio.....	30,000	4	—
Vic. Apost. Brownsville.....	45,000	15	—
Prof. Apost. Indian Territory.....	30,000	3	—
Prof. Apost. Indian Territory.....	4,000	—	—
V. Province of New York.			
Archdiocese New York.....	1,385,000	122	—
Diocese Albany.....	600,000	39	31,000
" Buffalo.....	200,000	24	—
" New York.....	110,000	16	—
" New York.....	175,000	22	20,000
" Brooklyn.....	150,000	12	17,500
" Rochester.....	70,000	4	7,500
" Ogdensburg.....	55,000	5	1,700
VI. Province of Oregon City.			
Archdiocese Oregon City.....	36,650	14	—
Diocese Nesqueles.....	20,000	8	—
Vic. Apost. Idaho.....	11,000	6	—
Vic. Apost. Idaho.....	5,650	—	—
VII. Province of San Francisco.			
Archdiocese San Francisco.....	203,820	24	—
Diocese Monterey and Los Angeles	160,000	15	—
" Grass Valley.....	34,000	7	—
Miss. of Utah Territory.....	14,000	2	—
Miss. of Utah Territory.....	820	—	—
VIII. Province of Philadelphia.			
Archdiocese Philadelphia.....	565,000	65	—
Diocese Pittsburgh and Allegheny.	250,000	38	20,000
" Erie.....	200,000	10	13,000
" Scranton.....	45,000	5	5,000
" Harrisburg.....	50,000	6	—
" Harrisburg.....	20,000	6	3,400
IX. Province of Boston.			
Archdiocese Boston.....	860,000	32	—
Diocese Hartford.....	310,000	3	8,900
" Burlington.....	150,000	9	10,100
" Portland.....	34,000	3	2,800
" Springfield.....	80,000	5	—
" Providence.....	150,000	2	—
" Providence.....	136,000	10	7,500
X. Province of Milwaukee.			
Archdiocese Milwaukee.....	432,000	27	—
Diocese St. Paul.....	190,000	10	25,000
" Marquette.....	100,000	7	7,200
" Green Bay.....	20,000	3	—
" La Crosse.....	60,000	2	2,700
Vic. Apost. Northern Minnesota..	46,000	3	2,400
Vic. Apost. Northern Minnesota..	16,500	2	—
XI. Province of Santa Fe.			
Archdiocese Santa Fe.....	145,000	10	—
Vic. Apost. Colorado.....	109,000	3	—
" Arizona.....	18,500	5	—
" Arizona.....	20,000	2	—
Total.....	6,307,770	629	—

The statistics of the parochial schools, as will be seen from the table, are very incomplete but indicate that probably no less than 500,000

children are educated in Catholic schools which are not supported by any state appropriation, being under the exclusive control of the authorities of the Church.

The number of Catholic schools in England and Scotland which participated in the government grants was, in 1876, as follows : —

	Number of Schools In- spected.	Children present at Inspection.		Certifi- cated Teachers	Income from gov. grants and other sources.
		Day Schools.	Evening Schools.		
England....	623	130,930	2,295	1,252	£176,841
Scotland...	104	24,303	3,258	212	£ 34,045

Mgr. Capel, the rector of the Catholic university of England, Kensington University College, stated, in his annual report for 1877, that there were the elements for the faculties of arts, science, and law, and that they only waited their time to become a thoroughly constituted university. There was a special department for preparing young men for the army. Seventy-three students had been under instruction, 27 freshmen had been admitted during the year, 22 students had left the college, and at the close of the last term, there were 41 in residence. The university college was opened in 1875, with 17 students. As soon as the number of students reaches 100, the institution will be self-supporting. No students are received under the age of 17 years, and they are prepared for every walk in life, save the priesthood. — The House of Commons, in August, rejected, by 200 to 55 votes, the Irish university bill which had been introduced by Mr. Butt, a Protestant member of Parliament, and which provided for the institution, in the University of Dublin, of a second college to be formed in accordance with the claims of the Catholic people, and to be under the control of the Catholic bishops of Ireland. Petitions in favor of the bill had been signed by about 112,000 persons. A Parliamentary return, issued in 1877, at the instance of Mr. Butt, in reference to the number of Catholic students of Trinity College, showed that the number of Catholic students having their names on the books of Trinity College, was 75; the number of students having rooms within the college, 12; the number of Catholics admitted since 1873, to scholarships in the College, 4; the total number of Catholic students who had, since 1867, entered Trinity College, 269; and the number of Catholics who had taken the degree of Bachelor during this time, 105. — In October, a new Catholic college, under the direction of the Jesuits, was opened in Malta. This college is entirely under the direction of the English fathers, and is considered as forming part of the English province. The rector is the Rev. John Morris, well known as the author of a work relating to the history of the religious troubles of England in the 16th century. — In France, the organization of free Catho-

universities has made considerable progress during the year 1877; and there is, at present, no other country of Europe where the Catholic Church possesses an equal number of universities under the exclusive control of the Church. The new elections, which were held in 1877, had a result unfavorable to the views of the Catholic bishops in regard to education. M. Bardoux, the minister of public instruction, in the new liberal cabinet which the majority of the Chamber of Deputies prevailed upon the president to appoint, is a Protestant; and the Chamber of Deputies is expected to give its full support to the minister in any measure which will increase the power of the state government over the public school system (See FRANCE).—The first congress of the Catholic associations of Austria, which met in 1877, denounced the present school law as utterly incompatible with the interests of the Catholic Church. The congress called upon all Austrian Catholics to co-operate for the overthrow of the undenominational system of public instruction, and to resist the subordination of the school system to the state government and to the state boards. The establishment of free institutions of all grades, primary, secondary, and superior, to be under the exclusive control of the church authorities, was strongly recommended; and the foundation or restoration of at least one independent Catholic university was declared to be an urgent want. A considerable majority of both houses of the Austrian Reichsrath are in favor of the present school law, and believe that the government is making too many concessions to the Catholic Church. The liberal party demand, in particular, that the transfer of the theological faculty, of the state university of Innsbruck to the Jesuits be revoked; and a literary controversy concerning the scientific character of the schools of the Jesuits has been renewed with great vigor. This controversy has been more vehement in Austria than in any other European country, because it was at one time thought that the Austrian government intended to allow to the Jesuits an extensive influence over the secondary and superior schools of the empire; and because, even now, there is no other state university in Europe in which an entire faculty has been given up to the Jesuits. In 1873, Dr. Kelle, professor in the university of Prague, published a work on the history of the gymnasia of the Jesuits in Austria from the beginning of the 18th century to the present time (*Die Jesuiten-Gymnasien in Oestreich*), in which he undertook to show that the schools of the Jesuits had, during this whole time, remained far behind the German gymnasia, and that at present they could bear no comparison with any state schools of this class in Europe. In the name of the Jesuits, the Rev. Rupert Ebner, S. J., repelled these charges in a work entitled *Beleuchtung der Schrift des Herrn Dr. J. Kelle, etc.* (Linz, 1875), to which Dr. Kelle again replied (*Die Jesuiten-Gymnasien in Oestreich*, Prague, 1876), giving numerous extracts from

reports, heretofore unpublished, of the superiors of the Jesuits in the 18th century. The same author announces another work as soon forthcoming, which will specially treat of the universities of the Jesuits.—In Prussia, the great majority of the Catholic deputies, as well as of the Catholic population, made strenuous efforts to cause the repeal of those Prussian laws which restrict the control of the Catholic clergy over the Catholic schools, especially over the religious instruction imparted in the primary schools. The Prussian diet was the scene of violent debates on this subject, but all the other parties of the diet united with the government in repelling the claims of the Catholics. (See GERMANY.)—The new educational law of Italy, which makes religious instruction in the elementary schools optional, widened the breach between the Italian parliament and the Catholic Church. (See ITALY.)

RUSSIA. The minister of public instruction, Count Tolstoy, published, in 1877, an elaborate report on the condition of the educational system of Russia in the year 1874. Though the statistical statements of this report are not the latest that are accessible * in regard to public education in Russia, it contains a large amount of detailed information which is now first published. A valuable work on education in Russia, which also contains the most recent statistics, *L'instruction publique en Russie*, (Paris, 1878) has just been published in France by Hippeau, a writer already favorably known through his publications on the educational systems of other countries. The following notes on Russian education are chiefly derived from these two works.

Primary Schools.—The new measures embodied in the elementary school law of May 25, 1874, were carried into effect in the schools of the Russian Empire during the year, with the promise of salutary results in the near future. The minister of instruction, in his report for 1874, stated, as among the advantages to be anticipated from the new system, that it would put the elementary schools beyond the reach of harmful influences, and would give to the representatives of the church, of the districts, of the towns, and of the nobility, an active participation in the direction of popular culture. The nobility were, in effect, placed, in the persons of the government and of the district marshals, at the head of the school councils having the direction of the elementary schools. At the same time, enlarged authority, with more efficient means of exercising its legitimate influence over the schools, was given to the ministry of public instruction, by the creation of the office of school director, with two inspectors serving under him, in each of the 34 governments of the empire.

The whole number of primary schools in Russia, at the end of 1874, exclusive of the

* The art. RUSSIA in the *Cycl. of Ed.* contains many educational facts later than 1874.

Lutheran schools in the Baltic provinces, was 22,389, and the number of pupils attending them was 919,907, of whom 754,655 were boys and 165,252 girls. This showed an increase over the previous year of 1,207 schools. The Baltic provinces, whose schools are under the direction of the minister of the interior, returned, at the same time, 2,042 schools and 86,812 pupils. The number of schools, as reported on the 18th of January, 1876, was 23,936, showing a further increase of 1,547 schools during 1875. Some mechanical art is taught in each of these schools. The minister of instruction, in order to prepare the way for the introduction of the compulsory system, has distributed to the school authorities a hand-book on the subject. He designs to show the peasants the advantages of the compulsory system, previous to its introduction; and his circular, accordingly, contains an inquiry relating to the best means of attaining that end. Other questions refer to the means of securing the attendance of children at school without entirely depriving their parents of their labor. In his last report, he declared it to be his intention, considering that the state has not as yet a sufficient number of teachers to make a general compulsory system practicable, to introduce it gradually, beginning with those places that are provided with good schools and a sufficient number of teachers. He also favors the introduction of ambulatory or migratory schools, which many Russians believe to be the only ones it is possible to maintain in the more thinly populated districts. — Supplementary instruction is given, in 22 of the district schools, in book-keeping, natural history, the knowledge of merchandise, and the modern languages, and at 28 schools in various artisans' crafts. The cost of such instruction is generally paid by the communes or districts, or by private persons. — In the schools in the government of Orenburg, the Kirghiz, Bashkir, and Tartar children are taught with the Russian children. The Russian school-master is generally assisted by a native teacher; and in some schools, the master is himself a Bashkir who has been educated in a Russian school. The following is the latest statistical information concerning the schools of Russia, obtained from the official *Journal of St. Petersburg*, published in 1877:

SCHOOL DISTRICTS.	Schools.		Pupils.	
	Municipal.	Rural.	Male.	Female.
St. Petersburg.....	123	1,864	54,595	12,005
Moscow.....	498	4,660	164,818	28,056
Kharkof.....	132	2,113	103,383	11,459
Kasan.....	250	3,199	125,078	23,968
Kief.....	283	1,841	54,333	7,704
Wilna.....	133	1,841	72,480	5,986
Odessa.....	—	1,865	38,600	10,509
Dorpat.....	117	2,532	70,445	35,223
Warsaw.....	434	2,633	110,324	66,063
Western Siberia.....	45	347	8,057	1,442
Eastern Siberia.....	29	272	6,719	1,463
	2,043	23,260	908,841	193,871

Teachers' Seminaries.—No class of schools show better the extraordinary progress which Russia is now making in the department of education than the teachers' seminaries. The merit of establishing the first school of this kind belongs to Catharina II. In 1783, she founded a superior public school, which was soon converted into a teachers' seminary; and, from 1786 to 1801, it educated 425 teachers. This school was re-organized in 1803, under the name of *teachers' gymnasium*, and was attached to the Central Pedagogical Institute of St. Petersburg. As the latter Institution was chiefly intended to educate professors for the gymnasia and universities, this section for training primary-school teachers was much neglected. In 1828, the government established a special teachers' seminary at Dorpat for the Baltic provinces. The second institution of the kind was established, in 1864, at Molodetchno, in the government of Wilna, for the special benefit of the north-western provinces. In the other sections of the empire, the government confined itself, for the time, to the establishment of a pedagogical course at one district school in each of the school-districts of St. Petersburg, Moscow, Kasan, Kharkof, and Odessa, with the view, however, to substitute for them, in the course of time, special teachers' seminaries. A third seminary was founded in 1869, at Kief; and a fourth at Riga, in 1870. From this time, these institutions rapidly increased. In 1871, the establishment of four seminaries for the Tartars, Bashkirs, Buriats, and other uncivilized tribes, was resolved upon. On January 1., 1872, Russia possessed 25 fully organized teachers' seminaries, of which 17 were controlled by the national government, and 7 by the provincial assemblies. Of the latter, 5 were intended for male, and 2 for female teachers. The Catharine Teachers' Institute, of Tambof, belongs neither to the national government, nor to the provincial government, being entirely supported by a private citizen, E. D. Narishkin. Special attention is given by the Russian government to the seminaries intended for the education of the uncivilized tribes, because it is hoped that they will serve to spread the Russian language, and to produce the complete amalgamation of these tribes with the Russian nationality. For that purpose, 150 stipends have been established at the seminary of Kasan, and 78 at that of Irkutsk. The efforts of the government have induced many provincial assemblies and municipal authorities to appropriate annually a sum for the support and development of teachers' seminaries. The minister of public instruction has invited the curators of the districts of St. Petersburg, Moscow, Kharkof, Kasan, and Odessa, to admit by preference, to the seminaries of the government, pupils of the village schools. These pupils are to remain until their 16th year in a two-class school, and, after that, to pass through a course in the seminary. They receive a monthly support of from 3 to 5 rubles (1 ruble = \$0.78), and a

reward is also given to teachers for every pupil who successfully passes the examination for admission to the seminary. During the year 1875, there were 8 new teachers' seminaries opened; and, on the first of January, 1876, the total number of these institutions in the empire was 58. They were attended by 3,851 students. There are, however, still eighteen governments in which no seminaries for the instruction of teachers have as yet been established. Teachers' meetings and institutes were held, in 1874, at 66 different places.

Secondary Instruction.—Four gymnasia and 11 pro-gymnasia were opened in 1874, making an increase of 36 in the number of such institutions, or of quite one-fourth of the number which existed at any previous time since 1871. The Greek language is taught in all the gymnasia, and in all the pro-gymnasia but two; and French and German are also taught. The standard of scholarship in these institutions steadily improves, as it does also in the real schools. Two female gymnasia and 9 female pro-gymnasia were established in 1874.—In 1863, there were in the Caucasus 4 gymnasia for young men, and one gymnasium for young women. Schools have been added since that time, till there are now in that government 6 pro-gymnasia, 3 real schools, 3 normal schools, 4 gymnasia, and 3 pro-gymnasia for girls. The schools have penetrated to the extreme frontiers of the Caucasus, there being a real school and a girls' gymnasium at Baku, on the shores of the Caspian Sea, in the country of the fire-worshippers. The government spends every year the sum of 90,730 rubles (\$70,769) for the support of these schools. — According to the official journal of the ministry of public instruction, the number of gymnasia and pro-gymnasia dependent upon the ministry, at the beginning of 1876, was 175, with 44,183 pupils. The number of female gymnasia, in 1875, was 61; and that of pro-gymnasia, 137.—Among the secondary technical schools, are the Higher Industrial School at Lódz, where drawing and the making of ornaments and models from sight are taught; the Trade School, at Odessa; the teachers' institutes at St. Petersburg, Moscow, Pólosia, Gluchov, and Wilna, to which two others are to be added, for the Kasan and Kharkof districts; and the institutes for Hebrew teachers at Wilna and Shikomir.—Two schools of the Lutheran Church and one school of the Reformed Church in St. Petersburg have classical and real-school departments, corresponding to the gymnasia and technical schools of the government, and registered, on the 15th day of January, 1875, a total of 1,388 pupils. Elementary schools are connected with all these institutions, which had, at the same time, 273 male and 278 female pupils. The Lutherans also support gymnasial departments for girls in connection with both their schools, which had, at the date above mentioned, 677 scholars. The teachers in the classical and real departments of these schools have been accorded by the government all the rights and privileges of teachers in the

gymnasia and real schools, except that they are not entitled to receive a pension from the imperial treasury.

Superior Instruction.—The minister of public instruction mentions with pleasure the numerous instances in which the activity of the universities of the empire was exhibited in the scientific meetings and enterprises of 1874, particularly in other countries. Besides the lectures and meetings in which the professors participated at home, the universities of St. Petersburg and Warsaw were represented at the Botanical Congress in Florence; the university of St. Petersburg, at the International Congress of Orientalists in London, at the Congress of Prehistoric Archaeology in Stockholm, and at the Philological Assembly in Innsbruck; and seven of the universities were represented at important learned congresses, held in Russia. Professors of the universities of Moscow, Kharkof, Kasan, Kief, Odessa, Dorpat, and Warsaw participated in the observations of the transit of Venus. Members of the faculties of several of the universities also made valuable researches in the natural history of the country, and explorations of the comparatively unknown regions of central Asia.

The official journal of the ministry of public instruction, at St. Petersburg, in January, 1877, published the following statistical information in regard to the condition of the Russian universities:

UNIVERSITY,	Instruct- ors.	Students	Vols. in Libr.	Expend- itures.
St. Petersburg	88	1,236	120,551	379,446r.
Kief	82	613	32,000	335,324r.
Moscow	118	1,301	164,737	615,686r.
Warsaw	80	406	306,398	266,500r.
Odessa	44	344	75,817	219,382r.
Dorpat	63	786	121,889	233,710r.
Kasan	76	501	77,015	319,822r.
Kharkof	69	442	83,719	315,744r.

The special institutions for higher education include the following: (1) the Imperial Historico-Philosophical Institute, at St. Petersburg, where teachers are prepared to give instruction in the ancient languages, the French or German language, the Russian language and literature, and history, in the secondary schools, and are also instructed in the theory and history of pedagogy; (2) the Lasareff Institute for Oriental languages, at Moscow (founded in 1815), where the Russian, Persian, Arabic, and Armenian literature, the Turkish, Tartar, and Grasian languages, and Oriental history, are taught; (3) the Demidoff Lyceum of Jurisprudence, (re-organized in 1870 upon a university foundation); (4) the veterinary institutes at Dorpat, Kharkof, and Kasan; and (5) the Institute of Agriculture and Forestry, at Novaja Alexandria. The first named of these institutions has a library containing 13,000 volumes; and in the Demidoff Lyceum there is a library containing 11,784 volumes.

SCHOOL SAVINGS BANKS. School savings banks are designed not only to afford to pupils in schools the means of laying up money in small sums, but also to teach them frugality. The idea on which they are founded was broached in France about fifty years ago, but failed at that time to be carried into effect. A simple and practicable system was devised and put in operation in Belgium, in 1866, by which the teacher was made the banker for his pupils, receiving weekly deposits in small sums, to be transferred to a regular savings bank as fast as they should reach a certain amount. Its operation has been very successful, and attended with the best results, one of the most valuable of which is the dissemination of the habit of saving among the people generally, as is exemplified in the increase which has taken place in the number of adult depositors in the regular savings banks, and in the amount of their deposits, since the school banks were instituted. The Belgian system was introduced into England in 1874, and has attained a large development there. It has also been adopted in Denmark, Holland, Italy, Austria-Hungary, and other states of the Continent. The fullest and most definite accounts of the working of the school savings banks came from France, where they were introduced in 1874, through the efforts of M. A. de Malance. Since then they have increased rapidly throughout the country, so as already to constitute an important factor in the development of the nation. The Society of Provident Institutions, founded in 1875, addressed circulars to the presidents of the councils general, commending these institutions to their favorable attention; in response to which, several of these bodies have actively assisted in the foundation of banks. In 1876, the French Agricultural Society, after hearing from M. de Malance an exposition of his system, adopted a resolution favoring the establishment of banks in connection with the rural schools wherever circumstances would permit it. It has been found that care has to be taken, in the management of the banks, to confine the deposits to the legitimate savings of the pupils; for it is not the purpose of their promoters to encourage illegitimate gains or the solicitation of gifts of money for deposits, or to permit them to be used as a receptacle for the savings of the family. With this view, the pupil is given to understand that he must deposit in them only what he is willing to spare from his pocket money, or from the sums that are given him for the gratification of his own desires; and a rule has been laid down limiting the amount that will be received from each depositor to the sum of five francs a week. The practical management of the bank is generally modeled after a method proposed by M. de Malance, which is described in the report of the council general of l'Aisne, as follows: "All the sums brought

by the child are entered in a small book called *scolaire*, which is at his disposal. As soon as the total amount exceeds one franc, the teacher takes out, in the name of the pupil, a regular bank-book from the neighboring savings bank, which he keeps in charge, to deliver to the parents when their child leaves the school. Thus all the sums entered in small amounts in the smaller book are transferred successively to the larger one, as fast as they amount to whole francs. At the end of every three months, the teachers give an account of their different transactions to the primary inspector of their *arrondissement*, who compiles from them a report for the academic inspection." Since the recent passage of laws providing that the postal agents may, upon the demand of the savings banks, be made agents for the reception and payment of deposits, the use of the regular savings banks can be brought within the reach of the schools most remote from such institutions. Under these laws, more than three hundred postal agents have been specially commissioned to act for the school savings banks. The reports of the councils general upon the operations of the banks are of the most favorable character. At Bordeaux, Nantes, Lille, Montpellier, and other cities, the operation have been very successful and attended with generally beneficial results. At Bordeaux, on the 1st day of January, 1877, there were 5,300 scholars who had deposits in the school savings banks, amounting to 62,110 francs, showing an average deposit by each pupil of 60 centimes a month. The example set by these young depositors seems to have incited their parents to add to their savings; for the books of the regular savings bank in Bordeaux, showed an increase, between the 1st of January, 1876, and the 1st of January, 1877, of 10,736 depositors, and of 3,416,708 francs in deposits. A similar increase in the number of adult depositors and the amount of their deposits was observed in the savings bank of Nantes after the institution of the school bank in that city. The institution has shown equally good results in the rural districts in which it has been introduced, where the relative number of banks and depositors and the amount of deposits compare favorably with those in the most prosperous and healthy centers. At the beginning of the year 1877, more than 3,200 school savings banks, having on their books the names of more than 155,000 school children, had been established in 53 departments of France. On the 1st day of June, 1877, twenty-one councils general have voted credits to assist in the establishment of banks, by furnishing M. de Malance's *Manuel* and sets of blanks to the teachers, and by giving rewards, such as medals, books, or prizes, to teachers who promote their success and to scholars depositing in them. The friends of the banks claim that the effect of their operation has been

to produce a very large increase in the general deposits in the savings banks of the whole country, and adduce, as evidence in support of their claim, the fact that, in the first year after the school banks were introduced (December 31st, 1874 to December 31st, 1875), the total amount of the general deposits was increased by 94,000,000 francs, and that it was further increased the next year (December 31st, 1875 to December 31st, 1876), by 109,000,000 francs. A similar development of habits of thrift, attributable to the school savings banks, has been observed in Belgium during the last ten years. In Ghent, where they were first introduced by Prof. D. Laurent, not less than 1,200 families were found at the end of the first year participating in the savings of their children. The parents sought and received from the teachers instruction in the manner of managing the business, and soon entered into its spirit. The effect was almost immediately shown in the accounts of the regular savings banks. Twice as many new books were taken out, and nearly three times as much was deposited, in 1867 as in 1866. The number and amount afterward fluctuated, but never fell below the figures of 1867 till 1872, since which time the number of new books steadily increased from 17,534, in 1872, to 29,866, in 1875; the whole number of depositors, from 63,510 to 106,312; and the amount of deposits, from 18,210,109 francs to 32,134,887 francs, in 1875. A large increase of deposits immediately followed the organization of school savings banks in Antwerp, Louvain, and Charleroi, the total increase in one year in the three cities amounting to more than 900,000 francs. According to an official report on the savings banks of Belgium, published in 1876, "the majority of the scholars' parents knew nothing of savings institutions, and would never have dreamed of using them before they saw their children's bank-books." A statement exhibiting the number of depositors and the amount of deposits in the free schools of Ghent (free elementary schools, pay schools, children's schools, and schools for adults), shows an increase from 5,301 depositors and 31,007 francs on deposit, in 1867, to 13,032 depositors and 463,064 francs on deposit, in 1873. — Prof. Laurent, the author of the Belgian system has been awarded, for an essay on the subject, a prize of 10,000 francs, which sum was left by a wealthy citizen of Ghent to be given to the person who should present the best scheme for improving the material and intellectual condition of the laboring classes. — Full statistics have not been given of the operation of the school savings banks in England. The first ones were founded about twenty years ago, in connection with the national school at Great Ilford, Essex, and at Cheltenham. Others were established at Glasgow, Birmingham, Cuckfield, Sussex, Clifton, near Bristol, and in connection with the orphan asylum in London. In the latter city, 187 ragged schools have been put in connection with the penny savings banks. Through the agency

of Mr. I. G. Fitch, banks have been introduced into 44 schools of the Tower Hamlets, London, in which 1,030 scholars had made deposits, in 1875, of £1,024. Liverpool had 3 school savings banks in 1875, and 9 in 1876, in which deposits amounting to £341 were made in the latter year. The Liverpool school board, in 1875, advised all the teachers of the town to encourage the organization of these banks. — The introduction of school savings banks has been discussed in Austria; but the system has not yet been extensively carried out. — In Hungary, the banks have found much favor. In September, 1876, they had been introduced into 15 cities in the kingdom, and the school committees and boards of 9 towns had ordered them to be established. About 2,000 children in the cities were depositors of 12,000 florins. A warm interest is manifested by prominent men in their introduction throughout the kingdom; and they have found an earnest and skillful advocate in Carina Schröter, of the public schools of Temesvár, whose pamphlets in explanation of their principles and methods are making their advantages widely known. The minister of public instruction of Hungary warmly commended them to the ecclesiastical officers and school boards in an official circular which he issued in 1875. — They are advocated in Bohemia by the German Union of Prague, and have also made some progress in Moravia and Lower Austria. — The first bank of this kind in Denmark was established in 1870, at Silkeborg. It had for its purpose, however, not the inculcation of the habit of saving, which is the fundamental idea of the school savings bank proper, but simply to assist in the accumulation of funds to supply clothing and the means of attending school to poor scholars. Nevertheless, in 1874, about one-half of the children were depositors. The most important of the Danish school banks is that at Horsen, where 9,000 scholars, in 1875, were depositors of 3,654 crowns. — The school savings banks in Switzerland are conducted on a somewhat different system from those of France and Belgium. The teacher is there, as in those countries, the receiver of the deposits of all the scholars; but when the deposits are transferred to the general savings bank, instead of being entered to the credit of the individual depositors, they are recorded in the name of the school as a whole, while the teacher is expected to see to the proper adjustment of the claims of the several pupils. This system, while it is convenient for the general savings banks, puts too great a share of responsibility upon the teachers, and is liable to cause them embarrassment; while its operation is not always sure to be satisfactory to the depositing pupils. The first bank in Switzerland was established at Seengen, Canton Aargau, in 1870, and reported in 1872 a total amount of deposits of more than 1,400 francs. Banks have also been established in several other cantons. Interest at the rate of 4 per cent is allowed on the general deposits. Deposits are expected, unless otherwise ordered,

to remain for 15 years in the bank, but an earlier payment may be decided upon by the school board.—These banks have been introduced to a considerable extent in Italy, where they are managed in connection with the postal savings banks.—They have been introduced into a few schools in Holland, but no statistics have been furnished concerning them. The same may be said of Germany, where they have as yet made but little progress, and very little is known of their operations.

A considerable literature on the subject of school savings banks has been produced in the several countries in which they have been introduced, or in which it is purposed to introduce them. Among the English works, are: *On Savings Banks in Elementary Schools*, by T. E. Crallan, (1875); *The Savings Bank in the School*, by I. G. Fitch, (London, 1875); *Penny Savings Banks as part of the Education to be given in Public Elementary Schools*, by William Oulton (Liverpool, 1876). The *Post-Spar-Kassen mit Spar-Marken und Post-Kassen-Scheinen* of Dr. Matth. G. Ratkowsky, Vienna, explains the details of a new system of managing the banks essentially different from the Belgian, French, or Swiss system. *Die Schul-Spar-Kassen vom Standpunkte der Pädagogik und National Oeconomie*, by Carina Schroeter of the public schools of Temesvár (Buda-Pesth, 1877), is an interesting pamphlet designed to commend the banks to popular favor. Several other pamphlets and arguments on the subject have been published in Hungary. *Die Schul-Spar-Kasse und ihre Verbreitung*, of Dr. jur. Leo Wilhelm, (Leipsic, 1877), reviews most of the works that have been written, and collates the accessible facts on the subject. Full information regarding school savings banks and the method of conducting them is given in the *Manuel des Caisses d'Épargne Scolaires* by M. de Malanc, published in Paris. *The Revue de la Société des Institutions de Prévoyance de France* publishes regularly all the regulations, ministerial instructions, decrees, laws, and other matters that are issued respecting them. Other works and pamphlets have been published in France, Germany, and Italy.

SCOTLAND. *Educational Legislation.*—The temporary board of education for Scotland, established by the act of 1872, was to endure for the term of three years, with a conditional provision for its continuance for two years longer. The period of its existence having been continued, in accordance with the provisions of the act, its term of office should have expired on the 6th of August, 1877. It was the opinion of most teachers and educationists in the kingdom that the board, notwithstanding its limited powers, had done much to remedy evils, remove difficulties, and promote the interests of education; and that, with enlarged powers and a fuller representation of interests, it would more effectually meet the wants of the country, and develop that system of education which in the past so highly distinguished Scotland. It was

also urged that, as the school system of Scotland differs widely from that of England, the continuing of the management of education in both countries in the hands of the same officers could only result in injury to Scottish interests. Representations were, accordingly, made to Parliament, by petition and otherwise, on behalf of the various educational interests of the kingdom, asking that a separate permanent board of education be constituted, with powers sufficient to enable it to regulate the public educational concerns of the country. In order that the whole question might be considered by the government and the people, an act of Parliament was passed, continuing the functions of the existing board till August 6th, 1878.—In the revised edition of the Scotch Code, issued in 1877, an additional concession in regard to the use of Gaelic in schools has been made. Previously, Gaelic could be used in Highland schools in testing the intelligence of the children in regard to their understanding of the book they had read, and their knowledge of elementary grammar, up to standard III.; and by the results of such examination a large grant, reckoned on the average attendance of the whole school, could be obtained. By the new regulations, it is further provided, that Gaelic may be used in examining the children in the higher standards up to VI., in geography and history; and by this examination an additional grant, reckoned also on the whole average attendance, may be gained by the school. Thus, two of the largest grants obtainable by a school can now be acquired through the medium of the Gaelic, which may be employed in teaching and examining on a wide range of subjects, including elementary grammar, history, and geography. The demand that Gaelic be included in the list of special subjects entitled to special grants has not yet been conceded, though steps have been taken to determine the expediency of such a concession. A circular was issued by the Education Department to the school boards in the Gaelic-speaking districts of Scotland (Argyle, Caithness, Inverness, portions of Perth, Ross and Cromarty, and Sutherland), in consequence of a memorial of the Gaelic School Society praying that special grants might be made to encourage the teaching of Gaelic. The circular propounded three questions: (1) whether the board was disposed to support the application of the society, to which 65 boards replied in the affirmative and 25 in the negative, while 13 made no reply; (2) whether Gaelic teachers could be obtained, to which there were 53 affirmative and 14 negative replies, while 36 boards made no answer; and (3) what was the number of schools, and of children attending them, that would take advantage of a special provision for the teaching of Gaelic. It appeared that there were 208 such schools, attended by 16,331 children; but the returns concerning attendance were incomplete.—In the revised edition of the English Code, the same concession has been made in regard to Welsh as has been mentioned above in

regard to Gaelic. It appears that inspectors of schools in Ireland, in the comparatively few districts in which the Celtic language is spoken, generally take pains to test the intelligence of the children by requiring them either directly, or through the teachers, to give explanations in that language of the English passages which may be the subjects of examination; but no legal status has been given to the Irish tongue, the Celtic occupying an inferior position in Ireland as compared with Scotland and Wales. As an evidence of awakening interest in the Celtic tongues, the appointment of John Rhys, M. A., to the new professorship of Celtic at Oxford, and the gratifying success of Prof. Blackie's effort to raise funds for a chair of Celtic at Edinburgh may be noticed.

Educational Statistics.—The grant for public education in Scotland, for 1877–8, amounted to £488,782, against £438,227 for the previous year; for the Board of Education, £5,402, against £5,707; and for universities, £18,564, against £18,554. During the year ending August 31, 1876, 8,702 teachers were employed, at an expenditure of £439,317. The aggregate income of the school boards was £647,873, as follows: from school assessment, £328,976; from school fees, £155,383; from grants under the Code, £161,959; and from grants for specific purposes, £1,555. The average assessment was only a little over 4d. per pound on the ratable value of property; although, in some counties, it was exceptionally heavy, as in Nairn, where it exceeded 1s. per pound. The entire outlay, exclusive of the cost of buildings, averaged 27s. 5d. per scholar, rising to 36s. 3d. in Peeblesshire.

Much dissatisfaction is manifested at the meager compensation of teachers. From the report for the last mentioned year, it appears that, of 2,567 certificated male teachers, 71 received under £50 per annum each; 344, from £50 to £75; 551, from £75 to £100; 762, from £100 to £150; £500, from £150 to £200; 193, from £200 to £250; 76, from £250 to £300; and 70, £300 and over. Of 1,401 certificated female teachers, 75 received under £40; 49, from £40 to £45; 49, from £45 to £50; 818, from £50 to £75; 289, from £75 to £100; 97, from £100 to £150; 17, from £150 to £200; and 7, £200 and over. The average income of principal male teachers was £129 8s., being at the rate of £120 14s. in rural parishes and £185 1s. in burghs. In the Highland counties the average was without exception under £100; in Shetland, it was only £38 14s. In some counties a decline has been going on for several years. The county with the highest average was Lanark, where it was £181 12s. The average salary of female principal teachers was £66 12s., being £60 19s. in rural parishes and £78 10s. in burghs, and varying from £13 in Shetland to £90 18s. in Edinburgh. Male assistant teachers received, on an average, £60 15s., and female assistants £46 3s.; male pupil-teachers £12 12s., and female pupil-teachers £12 4s. The number

of schools inspected in 1873 and 1876, respectively, was 2,108 and 2,924; accommodation in day schools, 294,072 and 456,428; number present at inspection, 239,025 and 376,647; average attendance, 220,508 and 329,083; number of certificated teachers, 2,657 and 4,140. From the report for 1876, it appears that "whereas, out of 212,157 scholars examined, as many as 111,837, being over ten years of age, ought to have been presented in standards IV.—VI., only 42,670 were so presented, while 69,167 were presented in standards suited for children of seven, eight, or nine years of age." The total number of scholars on the registers was 433,749, and the total expenditure was £631,395. The following table gives the number and average attendance of schools by classes:

CLASSES.	No. of sch'ls.	Average attendance.
Church of Scotland.....	420	57,568
Free Church.....	134	20,200
Episcopal Church.....	70	8,409
Roman Catholic Church.....	102	20,624
Public Schools.....	2,001	222,282
Total.....	2,817	329,083

While the number of Presbyterian and Episcopal schools is diminishing, through the increased attendance at the public schools, the number of Roman Catholic schools has increased 36 since 1873.

The number of students in the Scotch training colleges, in 1875, was 944; in 1876, it was 1,017. A technical college for the teaching of weaving in all its branches has been established at Glasgow.

Secondary Instruction.—The state of secondary education has attracted much attention. Under the old system, it was stated that "secondary schools in the proper sense of the term, that is, schools which begin the instruction of their pupils where the elementary schools end, preparing them for the higher class of civil service appointments, or for the university, can scarcely be said to have any place in the educational economy of Scotland." This lack was offset by a peculiarity of the Scottish educational system, which consisted in the teaching of Latin, Greek, and mathematics in the primary schools, so that the capable sons of working men throughout the country had within their reach such an elementary training as enabled them to aspire to a university education and to professional life. Under the operation of the present system this peculiarity is rapidly disappearing. The disappearance has been traced to two causes. "One is, that the Code, which regulates the distribution of the Parliamentary grant, fails to give adequate encouragement to teachers and school managers to provide for other than the elementary branches; the second cause is, that certificated teachers may now be appointed to the public schools without being subjected to the university examination required of can-

didates for parochial schools by Lord Moncreiff's act of 1861." The lowering of the standard of education in the public schools thus effected has afforded one of the grounds for the demand that the separate board of education for Scotland should be continued, and has also led to the further demand that adequate provision should be made by the government for the establishment of secondary schools. — According to the report of the board of education for 1876—7, two schools were added during the year to the number of higher class public schools, making the whole number 16. At these schools, 3,573 pupils were in attendance in 1876, against 3,401, in 1875; but, considering that the two added schools brought 218 pupils with them, the actual attendance was really diminished. Out of the whole number of pupils, 1,733 were studying Latin, 699 mathematics, 370 Greek, 361 German, and 228 natural science.

Superior Education. — The matriculation at the University of Edinburgh, at the beginning of the session 1876—7, showed a large increase over that of former years, and reached the highest number that has been registered in the books of the university since its foundation. The number registered was 2,069, of whom 1,434 were from Scotland, 370 from England and Wales, 30 from Ireland, 71 from India, 127 from various colonies, and 37 from foreign countries. The whole number of matriculated students, during 1876—7, was 2,286 (arts, 889; theology, 79; law, 306; medicine, 1,012). In arts, there were 16 professors and 7 assistants; in theology, 4 professors; in law, 6 professors and 5 assistants; and in medicine, 15 professors and 19 assistants. The university library contains about 138,000 volumes, and the theological library about 10,000 volumes. Glasgow University, in 1876—7, had 25 professors and 13 assistants etc., and 1,773 matriculated students (arts, 1,113; divinity, 66; medicine, 435; law 159). Aberdeen University had 19 professors, 3 lecturers, and 8 assistants. Its library contains 80,000 volumes.

Educational Societies. — The meetings of the Education Department of the Social Science Congress at Aberdeen, in September, were largely attended. Lord Young read an address referring to the results already attained by the act of 1872, and discussing specially the questions of the tenure of the teachers' office, instruction in statutory schools, and the position and requirements of the higher schools. Papers were read by Prof. Black and Sir Alexander Grant on *What are the best means of securing a high standard of secondary education?* In the discussion which followed, the opinion seemed to tend toward the promotion of secondary education in primary schools, as well as toward increasing the number and efficiency of the secondary schools; while the proposal to make private endowments available in aiding higher education was applauded. Mr. Alexander Ramage read a paper on *The Pupil-Teacher System*, in which he urged the adoption of various improvements calculated to enable pupil-teachers

to render even more efficient help in the work of education in the future than they had done in the past. Papers were also read by Prof. Bain and Mr. C. S. Parker on *What are the merits and defects of the present system of competitive examination for public appointments?* and by Prof. Hodgson on the *Instruction of the Wage-Receiving Classes in Economy Science*. Other questions discussed were the *Higher Education of Girls*, and *What are the remedies for irregular attendance and non-attendance in primary schools?* — The Scottish School Book Association, the object of which is to prepare a complete system of school books, and to improve them, from time to time, as well as to promote the interests and protect the rights of its members, has, in addition to its special work, aided in the publication of *The History of the Burgh and Parochial Schools of Scotland*, by James Grant, the first volume of which has been issued, while the preparation of the second is far advanced.

SIAM, a country of southeastern Asia, the area of which is estimated at 399,000 square miles; and the population, at 6,300,000. The prevailing religion of the people is Buddhism. The educational condition of Siam is described in an interesting letter from Dr. H. Stammius, the German Consul in Siam, to Dr. H. Petermann in Gotha as follows:—From time immemorial it has been customary in Siam to send boys to the priests to be educated. Only princes had other teachers, and they only until they entered a monastery as novices or priests, and then continued their studies. A knowledge of reading and writing is widely diffused; and, even among slaves, there are some who have made considerable progress in both. The rudiments of arithmetic and of Pali, the language of the sacred writings, and astrology are sometimes taught. This instruction is free in the monasteries. The priests, however, receive from those who can afford it, presents of clothing and food. The age at which boys are brought into the monasteries varies from their fifth to their tenth or eleventh year; but, if they are not designed for priests, they are generally taken away in their fifteenth year. The king who preceded the present reigning monarch had been a priest himself for many years; and he gave particular attention to education. The present king has established a school in the royal palace for the sons of the princes and of the officials, and distributes large numbers of text-books among the monasteries. There are more than 10,000 monasteries in the country, in which instruction is imparted. In Yuthia alone, the former capital, there are over 600; while Bangkok has over 700. Until recently, a prejudice existed against the education of girls, it being feared that the ability to read and write would induce a dissolute life; and consequently few women can be found who are able to read or write. But more liberal views are beginning to prevail. There are special schools for Chinese, Malays, Hindoos, and

Cochin Chinese. In different parts of the country, Protestant and Catholic missionaries have also established schools; and in these the course of instruction is much more extended. Particular attention is paid to English. Some years ago, the highest mandarins of the country began to send their sons to England and France to be educated; but the experiment was not attended with great success. In most cases, they acquired very little knowledge, but many of the worst vices of European civilization. The king of Siam, therefore, upon the recommendation of the Prussian ministry of public instruction, sent, at the close of 1877, a number of boys to an educational institution at Lahn in Silesia, where they are to be thoroughly educated.

SOCIAL ECONOMY. The peculiar fitness of the study of social science to form a part of even a common-school education has always been recognized by discerning men; but two causes have combined to prevent its general adoption in the schools of the United States: (1) the difficulty which is supposed to belong to it on account of its presumed abstruse character; and (2) a vague conviction either that a knowledge of it is unnecessary because purely speculative, or that a sufficient acquaintance with its essential principles is indirectly made by that constant training in practical politics which is in this country habitual. It is owing, probably, to the former of these considerations, that the study of social science, if pursued at all, is confined to the college course; and, certainly, the character of many of the text-books which were long employed there would tend to confirm the belief in its difficulty. The conviction, however, that a knowledge of social science is unnecessary, or that a sufficient knowledge of it is acquired in some mysterious way without study, has been rudely shaken by the occurrences of the last few years, when large bodies of peaceable but ignorant men have been suddenly transformed into violent enemies of public order, and still larger numbers of men not classed as illiterate have, through their ignorance of social laws, secretly countenanced, if not openly justified, the excesses committed. — The assertion that in the intelligence of the people is to be found the true stability of a republic has long been one of the commonplaces of politics. In the United States, this formula has been accepted the more readily because the condition of general prosperity here observed has always seemed to furnish a signal illustration of its truth. The result is, that public sentiment has been satisfied with the simple establishment and maintenance of common schools, without giving special heed to the kind of instruction imparted by them. Recent events, however, have seriously disturbed the advocates of this easy philosophy, and led to a suspicion that mere intelligence — the intelligence that enables the individual to hold his own in the struggle for existence — is not necessarily productive of good government; but that nothing short of a clear

comprehension by each citizen of his relations to his neighbor and to the government, and a constant and active participation by him in the affairs of the latter, as opportunity offers, will satisfy the requirements necessary to wholesome public security. This is, of course, nothing more than the condition contemplated in the true theory of a republic; but experience has shown that the highest intelligence of a community is not thus uniformly exercised; but that those best qualified to exert a healthful influence over current politics often disregard their duty, and, busied with their own more immediate interests, and satisfied with the easy yoke of a government which protects them while making only slight exactions, permit the control of affairs to fall into the hands of a less intelligent, venal class, who use the power so obtained for their own selfish ends. The inevitable result is a general degeneration, a lowering of public virtue, which ends at length in some odious act of tyranny or corruption that shakes the whole political fabric and startles the negligent intelligence of the country into a vigorous but temporary exercise of its abdicated rights. A momentary purification, of course, ensues; and so uniformly is this the result, that short-sighted observers have even considered this one of the peculiar merits of the republican system; namely, that the popular good sense can always be trusted to defeat any flagrant act of usurpation. — If, however, we have thus far been exempt from any extensive attempt of this nature, reflection will show that our safety has lain in the exceptional circumstances of our position rather than in the absence of those dangerous disorganizing tendencies which inhere in human nature, and only await a favorable season for development. That such tendencies are at work must be obvious to even a superficial observer. The existence among us of despotic organizations known as trades-unions, which demand of their members a primary allegiance, and exercise over them a tyranny so absolute as to place them, at will, in a position of open defiance of the laws of the land; the communistic outbreaks in some of our large cities; the mutual distrust of labor and capital; the greed of powerful corporations, which increases in constant proportion to their astonishing growth; and the ordinary corruptions of politics, by which ignorant and dangerous majorities led by designing men so far override the rights of the citizen as virtually to confiscate the property of the industrious for the benefit of the lawless, — all these are signs most alarming in their nature, and foreshadow a recurrence, in the near future, and under more complicated conditions, of the same disturbances that have already been noted. On this subject, American statesmen have been singularly blind or singularly timid. Dazzled, perhaps, by the wonderful development that has constantly attended the flow of the westward-moving tide of settlement, they have not permitted themselves to fix any bounds to that triumphant

success which has uniformly attended it. It has been stated, also, that the Anglo-Saxon race is more peculiarly fitted than any other for self-government; and, on this purely conjectural ground, some have complacently deprecated all comparisons sought to be made between the United States and nations similarly placed, deliberately closing their eyes to some of the most pertinent and momentous lessons of history. Keen observers from other countries, however, have not failed to note that this marvelous prosperity had its limitations, and that the true test of republican institutions was to be looked for when the current of emigration should cease its onward flow, and the restless elements which composed it should be brought into conflict with each other within the narrower limits of more thickly settled communities.

Says Huxley, "I cannot say that I am in the slightest degree impressed by your bigness or your material resources as such. Size is not grandeur, and territory does not make a nation. You and your descendants have to ascertain whether this great mass will hold together under the forms of a republic, and the despotic reality of universal suffrage; whether state rights will hold out against centralization without separation; whether centralization will get the better without actual or disguised monarchy; whether shifting corruption is better than a permanent bureaucracy; and, as population thickens in your cities and the pressure of want is felt, the gaunt specter of pauperism will stalk among you, and communism and socialism will claim to be heard. The one condition of success — your sole safeguard — is the moral worth and intellectual clearness of the individual citizen." Still more clearly, because specifically, has Macaulay pointed out the dangers, heretofore referred to. In a remarkable letter written in 1857, he establishes his right to give advice by picturing with almost literal fidelity three vents of recent occurrence in some of the states: "As long as you have a boundless extent of fertile and unoccupied land, your laboring population will be far more at ease than the laboring population of the Old World; but the time will come, when New England will be as thickly peopled as Old England. Wages will be as low, and will fluctuate as much with you as with us. You will have your Manchesters and Birminghams; and, in those Manchesters and Birminghams, hundreds of thousands of artisans will sometimes be out of work. Then your institutions will be fairly brought to the test. Distress everywhere makes the laborer mutinous and discontented, and inclines him to listen with eagerness to agitators, who tell him that it is a monstrous iniquity that one man should have a million, while another cannot get a full meal. It is quite plain, that your government will never be able to restrain a distressed and discontented majority, for with you the government is the majority, and has the rich, who are always a minority, absolutely at its mercy. The day will come, when, in the state of New York, a multitude of people,

none of whom has had more than half a breakfast, or expects more than half a dinner, will choose a legislature. Is it possible to doubt what sort of legislature will be chosen? On one side is a statesman preaching patience, respect for vested rights, strict observance of public faith. On the other is a demagogue ranting about the tyranny of capitalists and usurers, and asking why anybody should be permitted to drink champagne or to ride in a carriage, while thousands of honest folks are in want of necessities. Which of the two candidates is likely to be preferred by a working man who hears his children cry for more bread? I seriously apprehend that you will, in some such season of adversity as I have described, do things which will prevent prosperity from returning. There will be, I fear, spoliation; the spoliation will increase the distress; the distress will produce fresh spoliation." These words were written twenty years ago; and, if ever events pointed directly to the fulfillment of a prophecy, the occurrences of the year 1877 may probably be so regarded.

The gravity of the situation, therefore, demands that every possible means be taken to avert a calamity so disastrous in its consequences. That this task is one of exceeding difficulty will be acknowledged when it is seen that it sometimes involves nothing less than the curbing of the strongest impulse known to the nature of man — that of self-preservation — by a simple appeal to reason. But that this method will prove one of the most effective for accomplishing the end proposed will not seem so improbable when it is remembered that, in times of great public disorder, more particularly those which are produced by destitution springing from want of employment, there exists between the laborers and the capitalists a large body of uninterested persons, who, from natural sympathy with suffering, joined to indefinite notions of duty, are withdrawn from their proper position as active preservers of the peace, and converted into passive abettors of disorder. Correct conceptions of duty—even of the most rudimentary kind—implanted in the mind in youth, and growing afterward into convictions, would furnish, in each community, a nucleus of law-abiding citizens, around whom, in a critical period like that indicated, the elements of order might gather to act with promptness and effect. Not only, however, on account of its value to the state as such, is a knowledge of social science desirable, but on account of its powerful influence in teaching the relations which should subsist between individuals. With the young especially, after a certain age, difference of condition tends directly to an alienation of feeling. When the pupil, however, in his study of social science, traces the progress of any article of use or beauty from its origin through all the processes which are necessary to bring it to its last or perfect stage, the interest excited is unconsciously extended to the persons engaged in carrying on these processes; and he recognizes, for the first

time, perhaps, the interdependence of all classes and ranks of society; and a feeling of sympathy is excited to which, without this experience, he might always have been a stranger. In this, and in many other ways, it may be shown that a knowledge of social science is essentially Christian in its results, through its influence in abolishing class distinctions, and developing that feeling of brotherhood which springs from participation in a common condition and a common destiny. This community of feeling, also, by a natural and almost inevitable step, is extended till it embraces all classes and sections of his own country, under the broader name of patriotism, and opens the way to that larger view which at length includes in its range the human race.

A knowledge of social science, however, to be of practical value to its possessor should be inculcated at an early age, and the study should be continued till its fundamental principles carry with them the weight and authority of axioms. In the preparation of text-books for this study in schools, the most elementary should be confined principally to a description of the products, implements, methods, processes, etc., peculiar to any branch of the subject designed to be illustrated, care being taken to connect the instruction, as much as possible, with concrete objects, since young pupils have little taste for abstract reasoning, but are always interested at first in knowing *how* rather than *why*. Some familiar article or product might thus be chosen, and traced through all its stages of preparation for final use. In this way, also, the method of government might be shown, beginning with the relation of parent and child, teacher and pupil, showing first their resemblances, then their differences, and so extending the examination to the government of the town, the state, the whole country, and at length to foreign countries, and the world. After copious illustrations of this kind, the pupil would be prepared, at a later stage, for generalization upon the subjects presented, the constant recurrence of the same conditions suggesting the abstract principle or rule underlying them. By a careful application of the method here indicated, correct general notions might be given at an early age, in regard to the nature and uses of money; the relation of labor to capital, and of producer to consumer; the subdivision of labor, with the corresponding necessity of middlemen in all departments of trade and commerce; the positions, rights, and privileges of corporations; the various relations of men as social beings; the right of suffrage; and, above all, the methods and true functions of government, and the duty of the citizen in regard to it. Rudimentary ideas on these subjects, by being impressed upon the mind, during the years usually allotted to school life, would supply food for thought at a later period, when the reasoning faculties attain their highest development, and would thus enable their possessor to enter upon the duties of life with an intelligent appreciation of their requirements. Many text-books on this subject have already been

prepared, the principal of which have been mentioned in the *Cyclopædia of Education* under the head of SOCIAL ECONOMY. The object of this article, however, is to call attention to the imperative need of systematic instruction in this subject, as illustrated by the occurrences of the past year.

SOUTH CAROLINA. The political disturbances with which this state was affected during the year 1876, not only unsettled all industrial and business interests, but seriously arrested the progress of education. When quiet returned, and the general assembly met in April, 1877, the sum of \$100,000 was appropriated for the maintenance of the schools; and it was thought that this sum, with a large prospective amount from other sources, would prove sufficient to support the schools during the remainder of the fiscal year. It was found, however, that a large part of the revenue was required for the payment of back claims; and this deficit, together with the disorder in which the schools remained during the first six months of the year, acted upon them most disastrously. Much of the school legislation during the year 1877, therefore, had reference to financial affairs, the efforts of the assembly being directed in large measure, to canceling this past indebtedness. The constitution of the state, also, has been so amended that county commissioners are now required to levy annually a tax of 2 mills upon every dollar of taxable property for the support of public schools, the money so collected to be paid out in the counties where collected, according to the number of children attending school. A poll-tax of \$1 is also to be levied for school purposes. Measures have been proposed for the establishment of one or more high schools in each county, to be supported partly by the state and partly by tuition fees; but the constitution does not countenance any such use of the school fund; and additional taxation for the purpose, in the present condition of the state, is not deemed advisable. A partial realization of the benefits of such a measure, however, might be obtained by an act authorizing incorporated towns to levy additional taxes for school purposes, and this step is recommended by the state superintendent. The inefficiency of county commissioners is discussed in the last report; and the separation of school interests from politics is strongly urged, the records of the superintendent's office showing that these officers are, in some cases, totally unfit for their position, and that they often appoint, as examiners and trustees, persons who are grossly illiterate. The attention of the general assembly is called to the pressing need of one or more normal schools, the schools in the country particularly, both white and colored, being in want of competent teachers. At the instance of the state superintendent, the school law has been recently revised by a committee of educators, and a bill embodying the improvements suggested is to be presented to the general assembly for its action. The present law is considered defective, because it gives to the

county commissioners power which should be entrusted to the state superintendent, the latter being held responsible for the condition of the schools. The action of the state board of education, also, has been neutralized by the want of legal provision for compensation to its members. It is proposed to replace this body by a state board of examiners. In other important particulars, the present law, it is believed, would be much improved by the adoption of the amendments proposed. A revival of interest in the subject of education has recently been noticed throughout the state, and is participated in by the people of both races. This movement, it is thought, may be extended by the adoption of a liberal policy on the part of the state, and a wise expenditure of the money raised by taxation for the support of the schools.

The present *state superintendent* is Hugh S. Thompson, elected in 1876.

The following items of *school statistics* are taken from the report of the year ending October 31st, 1877:

Children of school age (6 to 16), whites....	83,813
" " " colored....	144,315
Number of children attending, whites....	46,444
" " " colored....	55,952
" " free schools.....	2,483
Number of teachers, male whites.....	958
" " " colored.....	681
" " female whites.....	767
" " " colored.....	268
Average monthly salary, males.....	\$28.32
" " females.....	\$26.87
" length of school term in months..	3
Total valuation of school-houses.....	\$294,907.17
School receipts up to October 31., 1877....	\$189,352.80
School expenditures up to June 30., 1877..	\$226,020.62

Normal Instruction. — The state normal school established at Columbia in 1874 has been discontinued, no appropriation having been made by the legislature for its support. A single school in Charleston — the Avery Normal Institute — in 1876 reported 116 students and 17 graduates. Only 4 teachers' institutes were reported in 1876; and none are reported by the state superintendent as having been held in 1877.

Secondary Instruction. — The number of public high schools can only be inferred from the number of pupils reported as pursuing higher branches. This number, in 1877, was 2,546. In 10 private secondary schools, 5 preparatory schools or departments, and one denominational school, reporting, the previous year, to the U. S. Bureau of Education, there were about 50 teachers and 1,350 students.

Superior, Professional, and Scientific Instruction. — The number of colleges in the state, for males, is 7. The number of instructors in these, at the date of the latest report, was 46; the number of students, 742. Their libraries contained 57,500 volumes. The state university is at present closed, owing to a refusal or failure on the part of the general assembly to make the appropriation necessary for its support. The Medical College of the State of South Carolina, at Charleston, was founded in 1823. In 1875—6, it had 8 instructors and 47 students. Two theological seminaries had 14 instructors

and 92 students, with libraries containing 25 volumes. Three colleges for women reported the same year, a total of 27 instructors, and students, of whom 103 were of the preparatory and 184 of the collegiate grade.

Special Instruction. — The South Carolina Institution for the Education of the Deaf, Dumb and the Blind resumed its work in autumn of 1876, after a temporary suspension for lack of funds. In 1876, the total receipts for its maintenance were \$3,138.22; the amount needed for its proper support was \$15,000.

CHARLESTON. The schools of this city managed by a board of commissioners — from each ward — and a city superintendent of their own appointment. The city system in most respects, independent of the state school officers. The population of the city, according to the census of 1870, was 48,956. The number of public schools is 5. The following are chief items of *school statistics* for 1877:

Number of children of school age, whites..	
" " " colored.....	
" " attending, whites.....	
" " " colored.....	
Number of teachers, male whites.....	4
" " " colored.....	1
" " female whites.....	75
" " " colored.....	9
Total.....	
Average monthly salary of males.....	\$1
" " of females.....	\$
" length of school term in months..	
Total valuation of school-houses.....	\$125.0
School receipts.....	\$64.2
School expenditures.....	\$58.6

SUMMER SCHOOLS of Science.

increasing interest and enthusiasm with which the study of natural science in this country every year attended, and which have been greatly stimulated of late years by the rich results have rewarded exploring expeditions in partially settled territories of the West, have length given rise to an entirely new method of study, which may now be considered a permanent feature in our educational system. This comes in the organization of traveling schools of natural science which, under the name "summer schools of science," "aquatic schools," etc., are now annually projected. For many years, indeed, these schools have been in existence, parties of college students with their professors having often explored in this way interesting localities near at hand; but, during the last five years, the number of such schools much increased, and their range has been greatly extended, the virgin soil of the great West offering a wide and tempting field for discoveries. These schools are now composed principally of the more advanced students of colleges — each school directed by one or more professors — who camp out during the summer vacation, either in interesting geological and botanical regions in the states or territories or in such districts as promise by their fertility to remain to fill up the gaps indicated by paleontologists as existing in the series of animal or vegetable life with which the geologist

was formerly covered. Usually there is some special preparatory study; and when the party reach the field of their labors, a daily routine is adopted, the principal features of which are the gathering of specimens during the day and an examination of them in the evening, with perhaps a short lecture by the professor in charge. The specimens so collected afterward go to enrich the college cabinet, and their classification and arrangement form an important and interesting part of the winter study. Much practical knowledge is thus obtained by the students, which supplements and vitalizes the theoretical knowledge of the text-book; and they acquire in this way a skill in the handling of specimens, which can hardly fail to be turned to good account afterward in the laboratory and in the museum. The origin of this out-of-door method for the study of natural science in this country can hardly be traced with accuracy, many professors of colleges, with a few assistants, having, in this way, made explorations at a very early date. The United States Navy has also done considerable service to science for many years; and the surveys authorized by the legislatures of the different states have, in many cases, been virtually schools of science. The cruise of Prof. Agassiz, however, in the United States Coast Survey vessel *Bibb*, in 1847, called general attention to this method, and contributed, perhaps more than any other single occurrence, to make it popular. The interest so created was increased by his scientific exploration of the shores of Lake Superior, the following year, with twelve of his pupils; and by similar labors undertaken nearly every year subsequently, consisting of scientific visits to nearly all parts of the United States, and ending with the establishment of the Anderson School of Natural History, on Penikese Island, in 1873. The wonderful discoveries also of Prof. Marsh in the cretaceous and tertiary formations of the Rocky Mountains, and very recently the visit of Prof. Huxley, and the joint botanical exploration of the far West by Sir Joseph Hooker, Gen. Strachy, and Prof. Gray, have served, if any stimulus were needed, to keep alive the general interest. Summer schools of science are now held almost annually in the White Mountains, and on many of the isolated peaks in the New England States, along the sea-coast from Maine to Long Island, in Central New York, the coal regions of Pennsylvania, the mountain ranges of Virginia, the Carolinas, Tennessee, and Kentucky, and in the scantily settled or entirely unexplored regions of the West. — Such schools have been established, also, during the last few years, for teachers who are desirous of acquiring a knowledge of natural science by a direct observation of nature herself rather than from books. These students, having little time for such independent study during the greater part of the year, when they are actively engaged in teaching, avail themselves of the opportunities afforded during their vacation by these schools, which are often connected with

some local museum of natural history or academy of science. The benefits to the museum and class are reciprocal, the former enlarging both its collections and its influence, the latter gaining access to new and interesting fields of knowledge. The popularity of this method of instruction is every year becoming greater; and the existence of a vast and only partially explored territory which invites examination, and has already yielded such valuable results; affords a sufficient guaranty that summer schools of science will, for many years, increase in number.

SUNDAY-SCHOOLS. The increased attention which is given to the enlargement of the usefulness of Sunday-schools and the improvement of the instruction given in them is one of the most marked features in the present aspect of religious education. This interest is shared by nearly every religious denomination, and by nearly every country in which the Christian churches have gained a foot-hold; and that which was, in the first instance, an agency for gathering the children of the poor into classes for religious and moral instruction, has expanded into a general scheme for planting new churches in unoccupied districts, and for thoroughly indoctrinating the children of the Church into its creed and usages, so that they shall not be lost to it when they grow up, but shall be fully prepared to take their places among its active members. The scheme of instruction, which originally contemplated simply the education of the ignorant in the elementary principles of the Christian religion, has developed into an extensive system of Biblical study, with the use of numerous collateral aids and devices, for the children; and has laid the foundation of what bids fair to become a comprehensive course of study in Biblical literature, and all branches of knowledge which can throw light upon it, for the teachers. — The leading religious denominations of the United States have each a special organization for promoting the interests of Sunday-schools. In many of the denominations, extensive schemes for carrying on missionary work are added to the Sunday-school enterprises, or combined with them; and in many, also, large publishing interests have been built up, which make the production and circulation of books for Sunday-schools one of their particular objects.

The American Sunday-School Union is a non-sectarian organization, the special object of which is to establish and take care of Sunday-schools in thinly settled districts, and in places where no churches have been established. It is an association of friends of Sunday-schools, in which all the Evangelical denominations may be represented, to support missionaries who are engaged in organizing Sunday-schools in destitute regions, to sustain the schools, and to furnish them with libraries and facilities for giving instruction. It was established in 1824, and has proved to be one of the most important agencies in the United States for the advancement of Sunday-schools. Up to the 18th of March, 1877, it had organized Bible schools in 64,920 com-

munities, and had brought 2,787,794 children under Bible instruction. Its missionary work (that pertaining to the organization and care of Sunday-schools) is divided into ten departments: those of the Northwest, Southwest, Michigan, South, Pacific Coast, Pennsylvania, New Jersey, Ohio and Indiana, New England, and Kansas. In these, the most extensive labors, in 1876-7, were performed in the department of the South, after which followed those of the Southwest and the Northwest; while the department of Ohio and Indiana demanded the smallest share of attention. In all, 1,138 schools, containing 5,227 teachers and 41,707 scholars, were organized between March 1st, 1877 and March 1st, 1878; and 3,108 schools, with 15,275 teachers and 141,020 scholars, were aided during the same time. The agents of the society also serve as distributors of Bibles and Testaments, visit families, and deliver addresses, in the interest of the Sunday-schools, and for the advancement of moral and religious instruction. The Union is one of the largest publishers of books for Sunday-school libraries, of which it added twelve titles to the catalogue during the year ending March 1st, 1877. It issues nine periodicals, of which one is a semi-monthly, five are monthly, and three are quarterly. These periodicals embrace a paper for children, papers for general use, expositions of the lessons, and helps for teachers. The aggregate circulation of all these publications, during the year 1876-7, was more than seven and a quarter millions of copies. The first periodical published in the United States, designed to aid in providing better teachers and better lessons for Sunday-schools was first issued by the Union about 1827, and it has now attained a yearly circulation of about 36,000 copies. — The Foreign Sunday-School Union works, on principles similar to those on which the American Sunday-School Union is based, for the promotion of Sunday-schools in other than English speaking countries. It reports that, during the twenty—and chiefly in the last fourteen—years of its existence, the number of Sunday-schools has increased in France from 300 to 1,050; that 750 Sunday-schools have been organized in Holland; 1,218 in Germany; 30 (lately begun), in Mexico and South America; 19, in Japan; and many more, in China; and that flourishing schools have been established in Spain, Italy, Portugal, Switzerland, and Sweden. Nine Sunday-school papers have been established in these countries. — The Sunday-School Union of the Methodist Episcopal Church, in 1877, reported 19,872 schools, 212,353 officers and teachers, and 1,511,022 scholars of all ages. Of the scholars, as far as was reported, 484,327 were over 15 years of age, and 262,260 were in the infant classes. The average attendance of scholars was 945,787. The libraries of the Sunday-schools contained a total of 1,972,766 volumes. The receipts of the Union, during the year, amounted to \$12,999.83; and the expenses of managing the schools (purchase of library books, papers, and other requisites) amounted to

\$515,853. Of the eight periodicals published by the Union, the *Sunday School Advocate*, a paper of general reading for the scholars, had a circulation of 195,708 copies semi-monthly; the *Sunday School Journal*, a paper for teachers, of 120,283 copies monthly; and the *Berean Lesson Leaf*, of 1,111,533 copies. The International lessons embodied in the *Berean* series were also used in the German schools of the Union, and in the foreign fields,—in Mexico, China, India, Germany, and Switzerland. The Union is endeavoring to give attention to the study of the catechism, and to the committing to memory of parts of the Scriptures, for which a series of lessons, called the *School System*, has been arranged. Normal classes have been organized under the direction of the Union in every part of the United States. The foreign work of the Union embraces, as far as reports have been received, 637 Sunday-schools—in Liberia, China, Germany, Scandinavia, India, Italy, Japan, and Mexico, with 2,779 teachers and 35,486 scholars. — The American Baptist Publication Society includes the building up and assistance of Sunday-schools among the objects of its operations. According to its reports for 1877, it has, since 1824, organized 3,702 Sunday-schools, and aided 7,035 by donations. Three National Sunday-School Conventions have been held under the direction of this society, of which the last, held in Boston, Mass., in May, 1877, occupied three days in the discussion of subjects appertaining to the improvement of the schools. One of the resolutions adopted by this body called the special attention of the churches to the importance of gathering all the congregations, young and old, into the Bible societies, and of securing the attendance of every member of the Church upon the Sunday-school, and of every attendant of the Sunday-school upon the public preaching. — The Sunday-School Assembly, held at Chautauque Lake, N. Y., where a large encampment is annually occupied for two weeks by teachers and workers in Sunday-schools gathered from all parts of the United States for instruction, has proved its usefulness by a fourth year of satisfactory meetings; and the number of similar meetings convened upon the same model has largely increased. At the Assembly of 1877, which was held from August 7th to August 21st, the following subjects were carefully considered and closely studied: Bible construction; evidence and inspiration; history and chronology; Bible geography; theory and relations of the Sunday-school; organization and management; classification and course of study. Special instruction was given in Hebrew and microscopy, with general lectures on a variety of subjects, more or less pertinent to the objects of the Assembly, it being designed to make the range of instruction very liberal. Among the most important of the assemblies which have been formed more recently is that of Loveland, Ohio, which is especially designed for the use of the friends of Sunday-schools in the West. — The International System of Bible Lessons

been in operation five years, and has been adopted by Sunday-schools in the United States, Canada, England, Ireland, Scotland, Australia, the Sandwich Islands, Norway, Sweden, Denmark, Germany, Switzerland, Italy, Turkey, and China, where the same lessons are simultaneously studied by more than six million pupils. The lessons are arranged for each year by a committee, after consultation with committees of other countries. The present course is designed to present the essential portions of the whole history and doctrines of the Bible, both in the Old and the New Testament, in a study of seven years. The first six months of each year are given to lessons in the Old, and the last six months, to lessons in the New Testament. The lessons for 1877 included 25 studies upon the kings of Israel, from the books of Kings, Jonah, Amos, Hosea, and Nahum, and 27 studies in the Acts of the Apostles and in the Epistle to Timothy. The lessons for 1878 embrace studies upon the kingdom of Judah, from the books of Chronicles, and studies in the Gospel according to St. Luke. The first series of seven years' studies will be completed in 1879.

A committee was appointed by the bishops of the dioceses of New York, Pennsylvania, and Long Island, of the Protestant Episcopal Church, after consultation with several of the adjacent dioceses, to consider the propriety of supplying a scheme of uniform instruction conformed to the usages of the Church, to be used in its Sunday-schools. A sub-committee was appointed to prepare a scheme for consideration; and it reported to the General Committee, on the 13th of September, a plan for a system of lessons conformed to the ecclesiastical year, the lessons from Advent to Trinity being on parts of the New Testament Scriptures, and those for the Trinity season on parts of the Old Testament.—The English Sunday-School Union is, like the American society of the same name, an association of persons of different denominations who are interested in the extension of Sunday-schools. The statistical returns, attained from the Metropolitan auxiliaries and local unions in connection with this society, and presented at its 74th annual meeting in May, 1877, showed a continued increase in the number of teachers and scholars, the teachers numbering 102,424, and the scholars 932,078. The literature of the Sunday-schools was represented as steadily advancing in character, and increasing in circulation and usefulness. The Union has schools in the agricultural districts as well as in the cities of France and Germany, in Switzerland, the Waldensian valleys, Italy, Belgium, the Netherlands, Denmark, Norway, Sweden, Austria and Hungary, Bohemia, France, and Spain.

The Church of England Sunday-School Institute receives the co-operation of 172 auxiliary associations. Its receipts for the year ending in May, 1877 were £13,120; and the sales of publications, during the same period, amounted to £10,635. The subjects of the *wants of Country Sunday-Schools in Factory Districts*, and *The*

Extension of the Sunday-School system among the Middle and Upper Classes of Society, were discussed at the last annual meeting of the Institute in May, 1877. The consideration of the last subject led to an expression of views in regard to the separation of the children of the upper classes from the children of the poor in the schools. The subject of Sunday-school instruction was introduced into the English Church Congress, which was held in October, in the discussion of the topics, *The best Method of diffusing Biblical and Theological Knowledge* and *the Church's Duty toward Children of the Upper and Middle Classes*. The more general formation of Bible classes and the establishment of prizes for scriptural knowledge in the schools were suggested as an efficient means for promoting the former object. Attention was also called to the "very serviceable and useful" examinations which had been held during the last four or five years by the Church of England Sunday-School Institute. In the discussion of the latter point, the Church was criticised for having devoted its attention almost exclusively to the children of the poor; and the extension of the Sunday-school system to the children of the middle and upper classes was repeatedly urged.

SWEDEN and NORWAY.—I. SWEDEN.—The national high schools are better attended in Sweden than in Denmark or Norway. They have become very numerous, there being now one or more in every province. These schools are not under the control of the government, but are managed by local associations. Their general design is to awaken in the minds of the peasantry a desire for more information concerning Swedish history and literature and such branches of knowledge as have a practical bearing upon farming. The teaching is chiefly by lectures and reading. The subjects embraced in the lectures are geography, Swedish history and literature, composition, arithmetic, chemistry, physics, geology, botany, zoölogy, and music. Only the Swedish language is taught, but Danish and Norwegian books are read, and by this means a partial acquaintance with those languages is acquired. The course is only for one year; but students are permitted to repeat it if they choose. Pupils are admitted after they have completed the course in the common schools. Each school has from 2 to 4 instructors, and from 20 to 60 pupils.—There being a large number of Finns in the northern part of Sweden, a Finnish seminary, with a two years' course, has been established in Staparanda, which has 16 students and a model class of 24 Finnish children.

Superior Instruction.—The great event in Sweden, during the past year, was the celebration of the 400th anniversary of the foundation of the University of Upsal. The festival was held on the 5th of September, and lasted three days. The rector of the university, Dr. C. G. Sahlin, had sent letters, in May, to all the leading universities of the world, requesting them to

take part in the exercises by special delegates. The request received a hearty response; and all the celebrated universities in Scandinavia, Germany, France, England, and some other countries, sent their representatives. From the United States, Mr. Edgren represented Yale College; and Prof. Schele De Vere, the University of Virginia. The first day of the celebration opened with a grand procession to the Carolina Rediviva, the great hall of the university. A deputation, consisting of the rector, Dr. Sahlén, and five professors, went to receive the king, who entered with the crown prince. The archbishop of Upsal, Dr. Sundberg, in a brief address, sketched the principal events in the history of the university, particularly calling attention to the fact that it was from the Church that the idea of this university first proceeded, and that it had depended a long time upon the Church for its support. An address of welcome was delivered in Latin by the rector to the delegates present, to which responses were made by the respective representatives of France, Belgium, Italy, Great Britain, Austria, Russia, the Netherlands, Germany, Norway, Denmark, and Iceland. The exercises of the second day consisted chiefly in conferring the degree of Doctor upon a number of distinguished scholars. The third day was devoted to a grand concert. During the festival, the university was the recipient of various gifts and endowments, the largest being one from the king, which amounted to 40,000 crowns (1 crown = \$0.268).

The University of Upsal was founded in the year 1477 by Sten Sture the Elder, then Regent of Sweden, assisted by Jacob Ulfsson, Archbishop of Upsal. Pope Sixtus IV. having previously granted his permission. It has, at present, 4 faculties, with 33 professors and 25 adjuncts, 44 docents, 4 training masters in music, dancing, gymnastics and fencing, and horsemanship, and six vacancies, making a total of 112 teachers. The number of students, in 1877, was 1,451. — The University of Lund was founded in 1668, and has 73 teachers. The number of students in attendance, last year, was 567. According to a royal enactment in 1862, admission, upon satisfactory examination, to both the universities of Sweden is free to all, without regard to sex. According to a law passed by the Riksdag of 1877, all the adjunct professors are henceforth to be styled extraordinary professors. The last session of the Swedish Riksdag appropriated 750,000 crowns for additional university buildings at Upsal, and 450,000 crowns for the same purpose at Lund. There is to be also a university in Stockholm, which will be entirely free from state control. A fund has been accumulating for this purpose for several years; and, during 1877, more than 400,000 crowns were received from private individuals; so that the new university will, without doubt, soon be opened.

II. NORWAY. — *Elementary Instruction.* — The number of school circuits in this country has been increased to 6,381, of which 4,470 now have permanent schools; while schools are still

held by visitant teachers at the farms in 1,911 circuits. The number of children of school age is 215,768, of whom 175,673 receive instruction in permanent schools; 32,785, in migratory schools; while 3,345 are instructed outside of the common schools; and 4,001 children do not attend school at all. The total number of teachers is 2,781. In the 60 towns of the kingdom, there are 52,947 children of school age, of whom 35,270 receive instruction in the common schools; and the remainder, excepting about 500, who receive no instruction, are taught in private schools, the teaching in which does not surpass in grade that of the common school. Fourteen schools are maintained by the government in the northern part of Norway for the education of the Laplanders. The teachers for these schools are educated at the Troms normal school. The other seminaries for the education of teachers are in a prosperous condition, and no important changes have taken place in them. — In 1875, a law was passed providing for the establishment of *amts schools* (county academies), for the purpose of giving one year's instruction in the high branches of knowledge to such youth, of both sexes, as have been confirmed. The schools are maintained by the general government on the condition that the community pay one-fourth of the expense. Each of these academies has two teachers. At present, 42 of these schools are in operation, and several of the national high schools have been converted into *amts schools*. Of the national high schools, 7 are now in operation, some of them having more than 50 students. The establishment of these national high schools was suggested by the celebrated Danish poet Grundtvig. The government of Norway publishes all school books; and a considerable number of new text-books relating to history, geography, religion, and the sciences have been issued during the past year. Of Sigwart Petersen's excellent *History of Norway*, 81,000 copies have already been sold, and a new edition of 20,000 has been issued.

Superior Instruction. — The University of Norway, at Christiania, has 50 professors and 24 assistants, and about 1,000 students in regular attendance. The university library now numbers over 200,000 volumes. The question of establishing a second university at Bergen has long been agitated, and steps have now been taken to carry it into effect. A large sum of money has already been contributed by wealthy citizens in Bergen; and it is expected that the university will be opened there in 1878. One of the most interesting events in the educational history of Norway, during the past year, was the extensive and spirited discussion upon the importance of maintaining the study of Latin in the university. Eminent educators took part on each side of the question. In 1869, a course without Latin was adopted in the university; and this has been the cause of bitter controversies at various times; but the discussions were never before entered into with so much zeal and energy as has been

the case during the past year. The leader on the side of the anti-Latinists is the well-known author and teacher, K. Knudsen; and the contest is continued with, it seems, a prospect of victory for that party.

Professional Schools. — The agricultural schools are insufficient, there being in all, as stated, only one higher and five lower ones. The next Storting (parliament) will therefore be asked to divide the country into five zones, and to establish a suitable agricultural college in each zone, providing land, teachers, apparatus, and accommodations for 30 or 40 young farmers in each school. The applicants for admission are to be examined by the authorities of the amt in which they reside, and to be recommended according to their merits.

SWITZERLAND. Elementary Education. — The movement in favor of placing the educational affairs of the Swiss Confederation under the care of the central government has been reinforced by the results of the examinations of the recruits, which have revealed a deficiency of knowledge among the masses of the people that was quite unexpected, and have made very plain the necessity of a better organization of the schools. In 1876, the federal councilor Droz addressed a circular to all the officers connected with public instruction, requesting them to furnish him with facts and materials that would assist him in preparing a general law. The exercise of federal authority over the schools was begun by the appointment by the federal council of two experts, one of whom was to inspect the schools of the canton of Appenzell Inner Rhodes, and the other those of the Canton Lucerne, and to report particularly upon the work of the female teachers belonging to religious orders. The conference of the federal examiners of the recruits, which was held under the direction of the council, to devise a simple measure for testing the qualification of the candidates, may also be regarded as marks of progress toward the adoption of a federal system. The subject of a federal school system was brought prominently before the meeting of the Swiss teachers' association, which was held at Bern, in August, 1876, and was attended by more than 1,000 teachers. The opening address of President Richard was devoted largely to a consideration of the reasons for which the introduction of such a system should be favored. In another address, Councilor Richard discussed the question of *Religious Instruction in the Public Schools on the Basis of the Federal Constitution*, in which he advised the exclusion of all confessional dogmas and the simple teaching by secular teachers of those principles on which all the churches are agreed. The federal constitution at present leaves it optional with the cantons whether they give such instruction or not; but the republic should be charged with the duty of seeing that such instruction is not perverted to sow discord among the adherents of the different confessions, and that the inter-confessional character of the schools is

not destroyed. The central committee of the Swiss People's Union prepared a set of theses suggesting that certain provisions be embodied in the school laws to be adopted under the new constitution. These were discussed at a representative meeting of the Union. The Cantonal Teachers' Union of Soleure, which met at Olten in May, 1872, thoroughly discussed the question whether a federal organization of the public schools was needed. Answering the question in the affirmative, it prepared the outline of a law for such an organization, with provisions prescribing a uniform length of school term for compulsory attendance; defining the qualifications, duties, and privileges of teachers; and placing the inspection of the schools under the authority of the confederation. A federal ordinance in respect to the teaching of gymnastics in the public schools, prepared by a commission appointed for the purpose, was published in May, 1877.

The examinations of the recruits for the army continue to show great deficiencies in the educational qualifications of young men reaching the age of liability to military service; and the results of the examinations in 1876 show little improvement over those of previous years. According to the tables, 25 per cent of the recruits were deficient in reading; 44 per cent, in composition; 44 per cent, in oral arithmetic; 56 per cent, in written arithmetic; and 70 per cent, in those branches which pertain to a knowledge of the country. The candidates in the canton of Bern showed the best results; while the reverse was exhibited in those of Ticino, Uri, Fribourg, Upper Unterwalden, Schwyz, Valais, Lower Unterwalden, and Appenzell Inner Rhodes. The disclosure of these deficiencies has incited the friends of the schools to the adoption of measures in order to remedy the evil. Among the measures proposed have been an increase of the number of advanced schools for young men, a consolidation of studies, and a reduction of the number of branches, by leaving out such as are superfluous, an increased attention to the mother-tongue and to arithmetic in the primary schools, all of which have received more or less attention in the several cantons. The cantons of Soleure, Thurgau, Valais, and Fribourg have established obligatory adult schools. In Fribourg, the course for adults is made obligatory only for those who are deficient after having attended the primary schools. The subject has called out articles in the educational papers of the republic on measures of school reform. A series of articles in the *Schweizerische Lehrerzeitung* discusses the question under the four heads of *Reform of Instruction*; *Improvement of the Hygiene of Schools*; *Reform in the Training of Teachers*; and *Reform in School-Inspection*. — Several of the cantons were busied in the reform of their school laws in 1876 and 1877. In the latter year, the canton of Bern entirely re-organized its system of higher middle schools; it also took the industrial school law into con-

sideration, and instituted a system of examination by districts for pupils about to leave school. The city of Basel, and the cantons of Unterwalden and Lucerne have projected new school laws, in order to bring their systems into conformity with the new constitution of the confederacy. Measures have been adopted in the canton of Zürich for remodeling the primary schools. Advanced courses for teachers have been formed in the cantons of Aargau, Schaffhausen, and Bern. The question of religious instruction in the schools attracts much attention, and has been especially discussed, within the last two years, in the cantons of Aargau, Soleure, Grisons, Lucerne, St. Gall, and Glarus. The educational directors of the canton of Aargau, some time ago, offered two prizes for the compilation of a book for inter-confessional instruction; but when the board met to discuss the subject, in May, 1877, there was an adverse vote upon the project, so that it has for the time failed. The discussions have been also earnest in Glarus and Grisons, and violent in St. Gall. — The sixth conference of the society of teachers of Latin Switzerland was held at Fribourg, September 18th and 19th, 1877, and was attended by about five hundred participants. The first day was spent in the discussion of the questions prepared for the conference by the central committee. A report was presented upon the subject of a federal law for public instruction, which proposed the enactment of a statute by the federal legislature to determine the minimum degree of instruction to be given in the schools, and to fix the obligations of the cantons in the matter of public education. Other propositions were made in favor of giving to the federal authority either the supervision of the teaching in the normal schools, or the regulation of the public schools. These propositions were opposed by some of the speakers on the ground that the effect of a federal law would be to destroy all responsibility and emulation in the cantons; and that, if the plan were carried out, the cantons, even those at present the most advanced, would undoubtedly retrograde. The conference decided not to demand a law of the federal authority, reserving to itself the privilege of giving expression to the views of the teachers, if such a law should be passed. The second question discussed was concerning the management of kindergartens and other schools for young children. A report was presented by Mlle. Caroline Progler, of the kindergarten of Geneva, in which the subject was considered from the highest pedagogical point of view; and an account was given of the methods pursued at Geneva, and of their success. The conference being mainly in accord on the fundamental principles to be observed in the instruction of children, the discussion turned chiefly upon details. A more liberal compensation for the teachers of these schools was favored. The third question discussed was concerning the measure of attention which should be given, in the primary schools, to historical criticism. A report was

presented by M. A. Vulliet, author of several historical works and director of the girls' high school at Lausanne, in which the opinion was expressed that interesting narratives relating to the national history, as for example, the story of William Tell, should not be passed over entirely, merely because historical criticism has decided that they are legendary. Lausanne was designated as the place of meeting of the society for 1878 and 1879.

Secondary Instruction. — The eighth annual bulletin (1875—6) of the Union of Swiss teachers in gymnasia contains a comparative view of the plans of instruction in all the gymnasia, from which it appears that the course of instruction ranges from six to nine years in the different schools, one furnishing a nine years' course, five an eight years' course, three a seven years' course, five one of six years and a half, and five one of six years. The institutions which have a course of six years, dispense with the lyceal or philosophical studies. Ten gymnasia are complete in themselves, affording instruction in university studies. The French language is obligatory in fourteen of the institutions.

Superior Instruction. — In 1877, the University of Basel had 65 professors and 199 students; that of Bern, 77 professors and 410 students; and that of Zürich, 79 professors and 328 matriculated students. The number of female students at the universities of German Switzerland has somewhat decreased since 1875; for, while, in that year, Bern and Zürich had an aggregate of 63 female students, there were, in the winter semester of 1877, only 19 at Bern, and 18 at Zürich. Of the latter, 14 belonged to the medical, and 4 to the philosophical faculty. The Federal Polytechnical School was attended, in the year 1875—6, by 725 pupils and 289 hearers.

Special and Professional Instruction. — The technical school of the Canton Zürich, at Winterthur, was established in May, 1874, and provides instruction in architecture, mechanics, chemistry, geometry, commercial branches, and industrial drawing and modeling, the course of study requiring from four to five semesters. Three hundred pupils were in attendance during the last year, besides more than one hundred who studied only single branches, and a number of men who came on Sundays and in the evening, to be taught arithmetic, geometry, algebra, mechanics, etc. The number of regular teachers is 13. The Industrial School of Zürich has been supported, since 1873, by a union consisting of 351 members. It gives summer and winter courses in architecture, geometry, arithmetic, algebra, the French, German, and English languages, and book-keeping. It was attended, during the year ending May, 1876, by a total of 287 pupils in the summer, and 661 in the winter course. Drawing, arithmetic, and book-keeping were the studies that received the most attention.

The latest statistics of the humanitarian and benevolent institutions of the republic, as pub-

lished by J. J. Bellauer and J. Müller, include reports from 42 houses of refuge in sixteen cantons, having about 1,200 pupils; 18 orphan houses in the cities, with 1,080 pupils, and 18 in the country, with 500 pupils; 9 institutions for deaf-mutes, with 328 inmates; 3 institutes for the blind; 3 institutions for feeble-minded children, with 58 inmates; a school of weaving at Trogen, and an asylum for girls, at Sitterthal, near St. Gall. Reports were sent in from 15 orphan asylums, 6 houses of refuge, 2 institutions for deaf mutes, and 3 industrial schools, too late to be embodied in the summaries. The house of refuge for Catholic boys, on the Sonnenberg, near Lucerne, returned, for the year 1875—6, 36 boys. The pupils of this institution are taught different trades.

School Exhibition.—A successful educational exhibition was held at Zürich, which was in-

tended to be as general as possible, including a representation of all the cantons and languages, and all the articles of apparatus and branches of instruction of the several grades of schools. Among the most noticeable features, were the plans of new school buildings sent by the educational officers of several of the cantons, and the collection of materials for a history of the schools of Zürich, embracing the text-books used, and the annual reports, laws, regulations, and publications and pamphlets. A commission appointed by the Swiss *Gemeinnützige Gesellschaft* has considered the subject of a permanent exhibition, at which may be presented, from time to time, scholars' work and other matters illustrating the efficiency of the schools. (See MUSEUM.) Arrangements are in progress for a general exhibition of the drawing classes, to take place in 1879.

TECHNICAL EDUCATION. The desire to render the education given in the common schools more practical in its immediate results has frequently led to the advocacy of a certain amount of technical instruction and training in these elementary schools. This subject has received considerable attention during the past year; and the views advocated by Wendell Phillips, S. B. Ruggles, Elizur Wright, and others, in favor of "school-shops," or schools for teaching trades, mechanical arts, etc., have obtained among distinguished educationists considerable support. Thus, Superintendent Wickensham, of Pennsylvania, said at the meeting of the National Educational Association, at Louisville: "I have seen large classes come out of our High School and go back home without a qualification for anything. Our people are partly right in saying that the common schools are not doing what they should for the common people. It would not be a bad thing if half the time of the girls were taken up in learning sewing, telegraphy, wood-carving, and other arts of like nature. I believe that it is practicable that the work for girls may be divided in this way. With boys, the case would be more difficult, but we find in Europe that they do the same with boys. I am not sure but that, if half the money expended in the schools of our cities were expended in the erection of shops to teach the boys and girls trades, it would be better." Prof. J. D. Runkle, of the Massachusetts Institute of Technology, says: "I believe that we can formulate the industrial pursuits so as to teach them in our common schools even much better than grammar is now taught." S. R. Thompson, superintendent of schools in Nebraska, in an address before the Association, entitled *Relations of the Common School to Industrial Training*, said: "As things are, it is not practicable to do much in the way of teaching trades or any kind of industrial employments in connection with public ungraded schools, though in

cities or in high schools something of this kind may be done." On the other hand, Superintendent Hancock, of Dayton, O., said: "I, for one, cannot agree that technical instruction can ever be substituted in our schools for general instruction. We should make general instruction the trunk of our educational tree, and let technical instruction grow out of it."—At the same meeting, a petition was presented from leading citizens of Louisville, requesting the members of the Industrial Department of the Association to address them and others in reference to the best measures to be adopted by a city for the promotion of industrial education. The propriety of establishing schools and school shops for teaching special industrial arts has recently been discussed in Boston.—There are, however, many difficulties in the way of a practical realization of the scheme as advocated by those of extreme views. Prof. Huxley, in a recent lecture on this subject, said "he regarded technical education, not as the teacher of technicalities, but as the best training to qualify the pupil for learning them for himself." "*Technical education*," says Supt. Thompson, "as used, has two meanings: (1) education *for* the industries; and (2) education *in* the industries." In relation to industrial training in the former sense, there is but little difference of opinion among educators; in the latter, there are but very few that advocate its adoption as a part of common-school education. The selection of subjects to be studied in these elementary schools, it is claimed, may be based upon a consideration of their special fitness as a preparation for particular pursuits, on the same principle as that applied in business colleges, or commercial schools; and, indeed, the rapid increase and great popularity of this class of institutions illustrate the value of such special schools.

The importance of manual training, or shop practice, in technical education has also been extensively discussed. The Russian system has

recently been introduced into the Massachusetts Institute of Technology, and was warmly commended and advocated by President J. D. Runkle in an address before the National Educational Association, entitled *The Russian System of Mechanical Art Education, as applied in the Massachusetts Institute of Technology*. (For a full account of the system, see *Proceedings of the National Educational Association*, Salem, O., 1877; see also art. EDUCATION.)

The Centennial Exhibition, in 1876, by means of its grand display of industrial agencies and products, gave a powerful impulse to technical education in the United States. Some of the great European schools of technology were quite fully represented, conspicuous among which were the imperial schools of St. Petersburg and Moscow, the exhibits from which attracted great attention in consequence of the completeness of the system of shop practice for students which they showed. The Russian pamphlet accompanying these exhibits gave a full account of the principles and methods prevailing in these institutions. Shop practice had already been introduced in the scientific departments of many American institutions; and, besides the Massachusetts Institute of Technology, others have, since the Exhibition, either introduced the system, or enlarged previous facilities for its operation. In the Worcester Free Institute, Mass., the plan has been successfully followed for nine years; and Prof. Thompson of that institution thus enumerates its special features: (1) To acquire the largest possible general culture prior to admission to the school; (2) To fix the age of admission at a minimum of 16; (3) To exclude from the school all branches of knowledge except those which are strictly professional; (4) To blend instruction in handicraft with the work of every week in the school course; and (5) To afford to students not only the means of rapid advancement in professional ability, but the acquisition of much important general knowledge. — In the Polytechnic School of Washington University, in St. Louis, a "Manual Training Shop" has recently been established, the object of which is to afford practice in the mechanic arts, such as carpentry, blacksmithing, wood-work, machine work, etc. This has been done under the direction of Prof. C. M. Woodward. For a full account of the technical institutions in this and other countries, see *Cycl. of Ed.*, art. TECHNICAL EDUCATION.

TENNESSEE. Considerable difficulty has been encountered in this state in ascertaining, even approximately, the condition of the schools. Owing to an imperfect school law, reports are often received by the state superintendent in an incomplete state, and, in some cases, are entirely wanting. It is owing to this imperfection, also, that, in some counties, public schools have not been organized at all, and the place which they should occupy has been largely taken up by private schools. To such an extent has private enterprise superseded the activity of the state school officers, that, in many cases, the work of

education has been abandoned to the conductors of private schools, the public schools of the locality being kept in the same buildings, and under the direction of the principals of the former. The financial difficulties under which the schools labored in 1875 led to the issue of a circular by the state superintendent, which, for a time, caused the suspension of the schools in some districts; and this action was considered advisable, since it enabled the schools affected to cancel their indebtedness. The result was, that in 1876, all but seven counties reported their debts discharged and a balance on hand for future expenses. The school system of the state, therefore, is now believed to be in a much more healthy condition, "the statistics for 1877," in the language of the state superintendent, "being very favorable to our progress." One of the chief needs of the schools at present is, according to the report of the state superintendent, local supervision. Other changes in the law are declared advisable, if not necessary, in the matter of unity of action and zeal in county school work, and completeness of accounts and reports. These ends, it is thought, may be attained by the establishment, in each county, of a committee of directors to whom shall be entrusted many of the powers now exercised by district school boards, the county superintendent being *ex officio* secretary and executive officer of the committee. The state superintendent also recommends that power be granted him to hold general teachers' institutes, from time to time, in the divisions of the state; that measures be taken at once to qualify teachers to give instruction in geology, this study in its application to the resources of the state, being prescribed by law as one of the branches to be pursued in schools; and that additional provision be made for collecting the school tax and preventing its application to any other than the purposes contemplated by law. More definite legislation, also, is needed to secure to the school fund the proceeds of escheated property.

The state superintendent is Leonidas Trousdale, appointed in 1875.

[Mr. Trousdale was born in Robertson County, Tenn., February 12, 1823. He was educated at the University of Nashville and at the East Tennessee University, at Knoxville. He engaged in teaching in 1843 and 1844, and was school director from 1872 to 1874. Mr. Trousdale has been connected for 20 years with the press. He has not, however, been a contributor to any school journal, his literary work in aid of the schools having been confined principally to addresses and lectures.]

The following summary of school statistics is taken from the latest report:

Number of children of school age (6 to 18)	441,972
" enrolled in public schools	231,198
Average daily attendance	146,666
Number of schools	4,591
Number of teachers, males, white	2,499
" " " females, "	897
" " " males, colored	584
" " " females, "	230
Total	4,210
Average monthly salary	\$32.18
Average length of school term in days	71.9

Total valuation of school property.....	\$1,048,943.79
School receipts.....	\$838,735.15
School expenditures.....	\$698,220.36
Number of private schools in 66 counties.....	1,033
" pupils enrolled.....	31,416
Average attendance.....	17,820
Number of teachers in private schools.....	1,251

The numbers in the above enumeration are only approximately correct, a few of the counties of the state making no report whatever, and some sending only incomplete returns. The statistics concerning the private schools, require returns from 28 counties to complete them. Estimating the reports from these counties proportionally, the superintendent placed the whole number of pupils attending private schools, in 1876, at 45,000, which would increase the enrollment for the state to 239,180.

Normal Instruction.—The chief agency for the proper training of teachers is the State Normal College, which is maintained at present by the Peabody Fund and the University of Nashville. As this means of support is guaranteed for only a limited time, provision must shortly be made by the legislature for the continuance of the school. The record made by it, during the first year of its existence, is spoken of by the state superintendent in terms of hearty commendation. It opened with 15 students and closed the first school year with 60. There are 9 other normal schools in the state, some existing independently, others in connection with schools and academies, or as departments of colleges. Teachers' institutes were held during the year at various points in the state, the result in every case showing, "a healthful and encouraging influence on public sentiment, by raising the enthusiasm and quickening the intelligence of the large bodies which have attended them." As the legal authority for holding these meetings is doubtful, the state superintendent appeals to the legislature to sanction his action in carrying out a more extensive plan which he has matured for holding these meetings in the future.

Secondary Instruction.—No reliable statistics can be obtained of the number of high schools in the state. Of the 3,897 schools reported in 1876 by the state superintendent, 152 were reported as "graded", and 156 as "consolidated" schools. The latter are schools which are partly private and partly public, but how many of these, or of the graded schools, can be considered high schools is unknown. A large number of private secondary schools exist, besides which there were reported 18 preparatory departments of colleges, and 2 business colleges. The number of teachers and pupils in all these institutions, so far as can be ascertained, was respectively 190 and 6,241.

Superior, Professional, and Scientific Instruction.—Twenty-three colleges and universities, according to the latest returns, had 174 instructors, 3,354 students, of whom 1,127 were of the collegiate grade, and 50,500 volumes in their libraries. Several of these institutions admit both sexes and have scientific as well as classical courses. In Fisk University, a

missionary course went into operation at the beginning of 1877—8. It is intended to embrace three years.—Burritt College, at Spencer, is for both sexes, and embraces a primary, a preparatory, and a collegiate department. Special attention is given to physical development. McKenzie College, at McKenzie, is non-sectarian. It was organized in 1868 and chartered in 1871. Manchester College, at Manchester, also non-sectarian, was chartered in 1856. It admits both sexes, and has a primary, an academic, and a collegiate department. Mosheim Male and Female Institute, at Mosheim, under Lutheran control, was organized in 1869, and chartered in 1871. It has a preparatory and a collegiate course. Mossy Creek Baptist College, at Mossy Creek, was organized in 1850, and chartered in 1853. It has a primary, a preparatory, and a collegiate course. Neophogen Male and Female College, at Gallatin, founded in 1873, is non-sectarian. It has a classical and a scientific course. Woodbury College, at Woodbury, is likewise non-sectarian. It was chartered in 1859 and organized in 1860. Five schools or departments of theology, according to the latest returns, had 18 instructors, 147 students, and libraries containing 7,000 volumes; three schools of law had 9 instructors and 77 students; two of medicine, 19 instructors and 182 students; and one of pharmacy, 6 instructors and 7 students. Seventeen colleges for women reported, in 1876, a total of 214 instructors and 2,130 students, of whom 468 were of the preparatory and 1,258 of the collegiate grade; also libraries containing 28,000 volumes. The State Agricultural College, in 1876, had 17 instructors and 300 students.

Special Instruction.—In the Tennessee School for the Deaf and Dumb, at Knoxville, the number of instructors was 6; the number of pupils, 122,—79 males and 43 females; the Tennessee School for the Blind, at Nashville, gave employment to 13 instructors and employes, and instruction to 51 pupils.

NASHVILLE. Historical Sketch.—On April 24, 1780, John Donelson, the daring voyager, with the women and children, met James Robertson, the soldier-statesmen, with the husbands and sons of a party of emigrants destined to form a settlement at the French Lick. In 1784, this was incorporated by the state of North Carolina as Nashville, the county town of Davidson. In 1785, Davidson Academy was established,—a classical school of the highest order which trained young men for the eastern colleges. Thus Nashville began its existence as a noted seat of letters. Subsequently, its university and its female academy gave it a very wide reputation.—From 1824 to 1850, President Lindsley, in newspaper articles, lectures, and addresses, pressed the claims of popular education upon the people of Nashville and of Tennessee. In 1852, Alfred Hume, his pupil, an eminent teacher, took the lead in founding the system of public schools which has given Nashville so much note throughout the country. He did not

live to see his plans carried out. In 1854, these schools were opened with Joshua T. Pearl as superintendent, a graduate of Yale, and noted for having successfully organized the public school systems of Natchez and Memphis. In 1861, he was succeeded by James L. Meigs. Contingencies of war closed the schools in 1862. In 1865, Joshua T. Pearl re-organized the schools. Dr. J. Berrien Lindsley, C. D. Lawrence, and S. Y. Caldwell, his successors, have built well upon the foundation prepared by him.

School System.—The public schools are under the control of a board of education consisting of nine members elected by the city council from the city at large, who serve for three years; one third of the number being elected annually. The executive officer is the *superintendent of schools*, who is chosen annually. The schools are divided into primary, intermediate, grammar, and high, embracing eleven grades or years. The course of study comprises the usual common school studies in the lower grades. Music and drawing receive attention. In the high schools, Latin, German, French, and Greek are taught. The support of the schools is derived from a city and state tax of 4½ mills on the dollar.

The *city superintendent* is S. Y. Caldwell.

The population of the city in 1877 was estimated at 27,085. The general *statistics* of the schools, according to the latest returns, are as follows:

Number of children of school age (6 to 18)	
white	5,981
Number of children of school age, colored	3,554
" enrolled in the public schools.....	4,032
Average attendance.....	2,936
Number of schools.....	8
" of teachers.....	76
Average salary of teachers.....	\$601
Number of days in school term.....	191
Total valuation of school property.....	\$168,000.00
School receipts.....	\$60,673.23
School expenditures.....	\$60,673.23

The above enumeration is not quite complete, since it includes only the city limits, whereas there are excellent public schools in Edgefield and other suburbs, which have a population of quite 17,000. — The Roman Catholics have three large institutions. Ward's seminary for young ladies has about 300 pupils, Vanderbilt University, the State Normal College, and the medical colleges are widely known. A remarkable fact is the concentration here of three great institutions for the colored people: Fisk University, the Central Tennessee College, and the Nashville Normal and Theological Institute. These all receive liberal support from friends in the Northern states and even in Europe. A great work is accomplished by their agency, which fact is now recognized by all impartial observers.

TEXAS. The various changes through which the school law of this state has passed during the last few years, united to the practical difficulties incident to a vast extent of sparsely settled territory, provided with very insufficient means of rapid and easy communication, have acted most unfavorably upon the schools. These

changes have, at times, been so radical, and produced so much confusion, as to suspend schools entirely for several months. By new constitution, which went into effect in 1876, the levying of local taxes for the support of schools is prohibited, and the school age is placed from 8 to 14 years. With the apportionment of school moneys, (\$500,000), made by the legislature in 1876 the schools were kept open, on average, 3 months, some counties having extended the term to 5 months. The land endowment for each county for the support of schools is moderate; but, most of it being unsalable, the income to be derived from this source is at present inconsiderable. Some counties, however, have taken measures to dispose of their portion, and the funds thus obtained will be able, it is thought, to extend the term of their schools to six months. The school system, however, is thought to be upon a better basis than ever before, and many of the difficulties which have beset its practical administration are believed to be disposed of.

The supervision of the schools rests at present with the civil officers of the state, the secretary of state acting as the principal school officer.

Owing to the disorder into which the system fell by the repeated changes mentioned, no reliable statistics are attainable, local schools not having, as a rule, failed to report since 1870. The principal items of *school statistics* for the year are as follows:

Number of children enrolled (estimated).....	18
Average attendance.....	12
Number of schools.....	
Number of teachers.....	
Actual enrollment in 97 counties.....	12
Average attendance " " ".....	8
Number of teachers " " ".....	
" " schools " " ".....	
Average teachers' salary per month.....	
School expenditures.....	\$72

Normal Instruction.—So far as is known, the only provision in the state for this kind of instruction is made in a special department at Wiley University. The course embraces four years, and includes most of the studies usually pursued in normal schools. Teachers' institutes, which had been occasionally held before recent changes in the law were made, have since that time been almost entirely discontinued.

Secondary Instruction.—The necessities of the state have, in many counties, compelled the union of free and private schools, so that the number of public schools of secondary grade has, in this way, been much reduced. Not all of the institutions for higher education are for this reason, compelled to maintain preparatory departments, to supply them with a sufficient number of students. A number of private academies also exist, the number of teachers in all the schools and departments of secondary grade in the state, in 1876, being as follows: reported, 61; and the number of students, 1,599.

Superior, Scientific, and Professional Instruction.—Ten colleges and universities, according to the latest returns, had 85 instructors, 1,599 students, of whom 528 were of the college grade, and libraries containing 11,000 volumes.

Several of these institutions admit both sexes. The State Agricultural and Mechanical College, at Bryan, chartered in 1871, was organized in October, 1876; and during the year had 6 instructors and 90 students. The state has purchased 1,400 acres of land near Hempstead, with buildings and improvements, for the state university for colored youth, and it is intended to combine it with the agricultural and medical college. The Texas Medical College and Hospital, at Galveston, chartered in 1871, had its first session in 1873-4. Twelve graduates received the degree of M. D. in 1876. Six colleges for women reported in 1876 a total of 40 instructors and 353 students, of whom 123 were of the preparatory and 184 of the collegiate grade.—The Texas Military Institute, at Austin, established in 1868, is non-sectarian. It is modeled, in respect to discipline, after the West Point Academy, but the military feature is subordinate to the academic. The course of study embraces the branches usually taught in the best literary and scientific institutions. St. Joseph's College, at Brownsville, established in 1865, is under Roman Catholic control. The University of St. Mary, at Galveston, also Roman Catholic, was organized in 1855, and chartered in 1856.

Special Instruction.—In the Texas Institution for the Blind, at Austin, in 1876, there were 15 instructors and attendants, and 60 pupils. The branches pursued are such as compose an ordinary English education, with the addition of Spanish, music, and several technical and industrial branches. In the Institution for the Education of the Deaf and Dumb, at Austin, the course of study is, in many respects, similar, the object being to provide for each pupil a common English education. Connected with the institution is a printing-office, in which practice in the art of printing is acquired. The number of teachers and assistants, in 1876, was 4; the number of pupils, 47, — 30 males and 17 females.

TURKEY. *Educational History.*—A Constantinople correspondent of the *Paris Temps* has called attention to some of the difficulties in the way of putting in operation an effective system of education in Turkey. He testifies to the good wishes of the government in this regard, but shows that it is everywhere thwarted by the ignorance and dishonesty of its lower officers. A circular was issued, early in the year 1877, by the grand vizier, requiring the *Valis*, or provincial governors, to furnish circumstantial details in reference to the *cāimaksans*, or inferior governors. These officers have the administration of large districts, and have considerable authority and influence. Among the facts presented in regard to them, was the designation of those who were unable to read or write. A serious deficiency exists in the means of diffusing instruction, besides the defective administration. Teachers and books are wanting; and the language itself complicates the difficulties of communicating knowledge. With few exceptions, the qualifica-

tions of the teachers are grossly insufficient. In the primary schools, the chief occupation is the reciting of the Koran in Arabic, a language which many of the teachers do not understand; nor are they acquainted with history, general geography, or the positive sciences, although these branches are included in the programme of studies. The Turkish libraries contain only poems and books treating of literary subjects and Arabian philosophy, which are far behind the times. Only a few abridgments of European works of modern science have been translated into the Turkish language. Formerly the officers of the Ottoman empire were recruited entirely from the *Ulemas*, or learned men, who received their education in the *medressas* attached to the mosques. The instruction given in these schools consisted of the study of the Koran and its commentaries, and the branches of knowledge connected with it; the Arabic language; for theological students dogmatics, ethics, logic, a little philosophy, and for the law students, the principles of the law of Islam; also history, and the elements of arithmetic, geometry, and poetry. The only official position open to persons not Mussulmans was that of dragoman in the foreign office; and this was given to them because the Turks despised foreign languages so much that they would not study them. When the relations of the empire with Europe became more important and the service of the state required more knowledge than the *medressas* afforded, the government undertook to establish other schools. Sultan Mahmoud II. founded a medical school, to which European professors were called; also military, engineers', and marine schools, which were furnished with teachers from Italy, Austria, Germany, France, and England. A translators' office was organized in connection with the foreign department, in which capable youth were instructed in the French language and in translation, and which served as a source for the supply of officers for the department bureaus of the Porte. A library was fitted up in connection with this office, filled with books adapted to its purpose. Other young men were sent to Paris to complete their education. The prejudice against foreign teaching was, however, so strong that, in 1840, it was estimated that there were scarcely 20 Turks in the empire who understood French. Even at present, the number of Turks is very small, compared with that of Greeks, Armenians, and Jews, who are acquainted with foreign languages; nevertheless, the translators' office has supplied the state with some of its ablest officials, among whom are named the late Grand Viziers Fuad Pasha and Ali Pasha, Ahmed Vefyk Pasha, President of the Chamber of Deputies, and Murif Effendi, Minister of Instruction.

Turkish training is based on very different ideas and conducted in a very different manner from those which prevail in Europe. The earlier years of the child are spent in the harem, under the care of a mother and her attendants, who are generally totally ignorant, and among frivolous associations. No constraint is put upon him;

and he learns little more than to despise the Giaour, and to believe that Turkey is immensely superior to all other nations. Compulsory education, though decreed by the law, is never carried out. In the elementary schools, boys are taught reading and writing; to read the Koran and recite mechanically certain forms of prayer in the Arabic language, which they do not understand; also a little arithmetic, which seldom extends beyond the four fundamental rules. In the *rushdii*, or higher schools, which were founded by Abdul Medjid, they are taught a little geography and history; but the standard of these schools is exceedingly low. Little is done for the moral and nothing for the physical training of the pupils. The more affluent among the Turks employ tutors in their families. Boys of the lower classes are apprenticed to mechanical trades at the age of 12 or 14 years; but those who show unusual talent at school may remain in the *medressas* some twenty years longer, to perfect themselves in the higher branches of Islamite knowledge. The sons of pashas and other high functionaries are usually sent to prominent offices, where they work at copying, registry work, etc., and learn the business of the office, without compensation for the first years.

Toward the end of the reign of Sultan Abdul Medjid, the grand vizier founded a school for officials, where young men were to be taught by competent instructors, the branches required to qualify them for the administration of the government of a province. The course included the Turkish and French languages, arithmetic, geometry, algebra, geography, history, civil and criminal law, political economy, and natural history, and extended over two and a half years. It was intended that the provincial officers should be appointed from among the pupils of this institution. The plans of the grand vizier were defeated by the jealousy of the effendis, who managed that the students of his seminary should not receive the appointments for which they had qualified themselves; and the school, therefore, became unpopular. Sultan Abdul Hamid has announced his intention to establish a new school for officers, and to make the preference of its students to appointment obligatory.—Sultan Abdul Aziz, after his visit to Europe in 1867, founded the *Mekteb-i Shahane* as a school for pupils of all classes without distinction as to religion. This he intended should be modeled after the pattern of the French *Lycée Imperial*. The influence of French suggestions was perceived in most of its arrangements. The programme of the school included a large number of branches of instruction, giving particular prominence to the French language and literature. The institution flourished for a few years; but after Mahmoud Pasha became grand vizier, the appropriation for its support was reduced, and the school has been less useful. More recently, a so-called university has been associated

with the lyceum. A beginning has been made toward the foundation of societies for special culture, and of museums, but most of them are as yet only in a nascent state. A considerable number of public libraries exist in Constantinople; but no provision has, as yet, been made for their increase, and their use is so restricted that they are of little practical benefit. The Academy of Science was formed after the model of the French Academy, under Reshid Pasha's administration; but, as no one comprehended its purpose or how it should be managed, it never had any vitality. The Museum of Antiquities has existed since the reign of Abdul Medjid, but it is of little benefit on account of the inconvenience of access to its present quarters. A more suitable building has been provided for it, but no means have as yet been furnished to remove its stores. A collection of minerals, plants, and insects has been made by Dr. Hammerschmidt (Abdullah Bey), which, after taking premiums at the Paris and Vienna expositions, was presented to the government as the foundation of a museum of natural history.

Teachers' Seminaries.—A notable progress in elementary education is reported from the province of Salonica, the ancient Macedonia. A distinguished educator, Dr. Demetrios Maroulis, who received his education at Athens and (from 1867 to 1868) at German universities, has succeeded in establishing the first teachers' seminary for the elementary schools of the Greek Church, after the model of the German institutions of this kind. Dr. Maroulis was for some time director of a Greek college in Thessalonica, and, since 1870, of one in Serres, the capital Macedonia; but he resigned this position in order to devote himself to the improvement of elementary education. The foundation of the first teachers' seminary, intended for male teachers exclusively, was soon followed by another for male teachers. The number of pupils who finish their education in these institutions amounts at the close of 1874, to 70, many of whom are now serving as teachers in the schools connected with the Greek Church in Macedonia. The course of studies for the male teachers' seminary embraces instruction in religion (3 hours a week), ancient Greek (6 h.), German (3 h.), Latin (2 h.), history (2 h.), geography (3 h.), natural sciences (2 h.), anthropology (1 h.), mathematics (3 h.), pedagogy (3 h.), music (3 h.), and gymnastics (2 h.); total 33 hours a week. The female teachers receive no instruction in Latin, German, or anthropology; while they have, in addition to the other studies which they pursue in common with the male teachers, grammar (3 hours a week), drawing (2 h.), calligraphy (2 h.), and needlework (3 h.); total also 33 hours.—A full account of the present state of education in Turkey is given in a work, written by an Ottoman, entitled *Stamboul and Modern Turkey*, which was published in Germany in 1877.

UNITED BRETHREN IN CHRIST.

The trustees of the Union Biblical Seminary reported to the General Conference of the United Brethren in Christ, in May, 1877, that the total amount of the endowment fund of the institution was \$39,708.66, of which \$19,875 was productive. Including the endowment fund, the institution owned property valued at \$52,994.09. The whole number of students who had attended during the four years from May, 1873, to May, 1877, was 65, of whom 19 had been graduated. The course of study of this institution is intended to occupy three years, and embraces the subjects of Hebrew and Greek, exegesis of the Bible, mental and moral science, the doctrines, evidences, and institutions of Christianity, the history of Christian doctrine, ecclesiastical and Bible history, sacred rhetoric, pastoral theology, church government and polity, and the government of the United Brethren in Christ. The preparation of a purely English course is contemplated which shall omit instruction in foreign languages, but shall furnish a degree of education in theology and Biblical doctrine adapted to the case of those who cannot spend the full term in the school. Day schools and an industrial school are kept in connection with the foreign mission of the church at Sherboro, West Africa.

UNITED STATES of America. The chief tendencies, observed during the past year, toward a modification of the general policy of public education in the United States are the following: (1) the abolition of all schools above the elementary grade; and (2) a change in the courses of instruction so as to exclude all branches not comprehended in what has been called practical education, that is, not having an immediate reference to the general necessities of daily life. (See COMMON-SCHOOL EDUCATION.) The former of these tendencies in public opinion has been exhibited quite forcibly, particularly in the large cities — Boston, New York, Indianapolis, San Francisco, and others, the exciting cause being apparently the need of economy in expenditures, produced by the general business depression throughout the country. In some places, this has resulted in a reduction of the salaries of the teachers, as constituting the chief item of expenditure in the support of the school systems. The impression has also gained ground that higher institutions of learning supported at the public expense, although ostensibly for the benefit of all, are practically beyond the reach of the lower orders of the people, upon whom, nevertheless, the chief burden of their maintenance rests. This belief, so full of danger to the existence of a complete system of education, has been rendered more threatening from the fact that it has received the sanction not only of many men of superior intelligence and culture, but of some whose official positions give

additional weight to their opinions as individuals. "When the state," says Governor Robinson of New York, "has given to all the children a good common-school education, it should then leave them to their own resources, and to follow such callings in life as their capacities fit them for. To go beyond this is to injure rather than benefit them." The discussion has brought into requisition the various arguments and considerations by which the objection has been repeatedly met on many previous occasions. (For a review of this whole subject, see *Cycl. of Ed.*, arts. HIGH SCHOOLS, NATIONAL EDUCATION, and STATE AND SCHOOL.)

The disposition to introduce drawing, music, or some other branch of art education, and to give technical instruction and training, received a decided impulse from the Centennial Exhibition, and, to some extent, has prevailed; but the effect of this tendency, particularly that relating to art, has been partially neutralized by the need of diminishing expenditures, already referred to. The movement in favor of technical and art education, however, is so strong, that its success now seems to be assured. The teaching of German as one of the regular studies of the school course has been maintained. In the cities, this is peculiarly the case, and in those of the West especially, the large number of Germans who have established themselves there making it necessary. This language is now also taught in most business and commercial colleges. The same can hardly be said of French, which, though long established in the school course of nearly all higher institutions, seems, to some extent, to have been supplanted by the German. In some sections of the Union, where local conditions make a knowledge of French of special value, and in schools and colleges for women, the study of this language is still very popular. Improved methods of instruction in arithmetic, reading, geography, history, and music, have been employed in many parts of the country with success during the past year; and a constant tendency has been observed in the higher institutions of learning to modify their courses of study in order to satisfy the demands of scientific progress and the requirements of art education, and to furnish — though only in a slight degree as yet — facilities for higher education to women. The crowded condition of the schools also, caused, in many instances, by the withdrawal of children from work, and, in others, by the transfer of pupils from private to public schools, has compelled renewed attention to the subject of school hygiene. — The favor with which the metric system is regarded, though not having resulted as yet in its rapid adoption by the school authorities of the various states, furnishes evidence that its success in this respect cannot long

be delayed. Its use already by the General Government, in some departments of the public service, and in the scientific departments of colleges and universities; its incorporation into the school systems of many cities; the instruction given on the subject in normal and high schools; and the constant influence of a bureau specially organized for the purpose of procuring a recognition of its claims, constitute agencies which will probably be effective in securing its general adoption. (See METRIC SYSTEM.) The rapid progress made by the kindergarten, since its introduction into the school system of certain cities and towns, has shown no sign of abatement during the year 1877. (See FROEBEL SOCIETIES, and KINDERGARTEN.) The number of normal schools, also, is steadily increasing notwithstanding the attacks which have recently been made on them. In the state of New York, when the legislature was called to act upon the annual appropriation for their support, a resolution was offered in the lower house to refuse the appropriation, thus abandoning the schools. This step was recommended on the ground that they were inefficient and a useless expense to the state. The recommendation led to an animated debate, but ended in a renewal of the appropriation. Other objections have, at times, been made to the normal schools, on the ground that they had become merely higher academies, and were not doing the distinctive work for which they were established. For some time, this criticism was measurably just, the deficiency indicated being due to their very recent establishment, and the consequent want of experience of their conductors, and to the lack of information in regard to the manner in which such schools were managed in other countries where they had been longer in existence. These wants are being gradually met, however; and the organization of model and training schools in connection with the normal schools is, every year, conducing to make the work of the latter more certain and effective. The increase in the number of normal schools in the United States, from 1875 to 1876 was, 14. (See Table below.) — Compulsory education still continues, in many states, a dead letter in the statute-books. Laws intended to secure the attendance at school of all children of school age have been in existence in several states for many years, but have not generally been enforced; and the experience gained during the year 1877, wherever the attempt was made to enforce such a law, has been only a repetition of that of previous years, the experiment having been attended with but very meager results. (See COMPULSORY EDUCATION.) — The educational condition of the Southern states still continues to occupy the attention of educators; and earnest efforts have, from time to time, been made to reform it. Owing to the impoverished condition of these states, and the very large number of illiterates who are found among their population, the aid which can be obtained by taxation is comparatively small. This aid, though supplemented by the income of

the Peabody Fund, which is exclusively devoted to the cause of education in that locality, and which, in 1876 amounted to \$76,300, is still far below the amount needed. On the 20th of November, 1877, a bill was offered in the Senate of the United States, proposing the creation of a national educational fund to be derived from the sale of public lands, from patents, from the principal and interest of the railway indebtedness, and from the bequests of private citizens. The bill provided that the income of this fund should be distributed to the states, for the first 10 years, on the basis of illiteracy, the money so distributed to be applied to the establishment and maintenance of elementary schools only. This provision would cause the expenditure of the greater part of the appropriation, for a number of years, in the Southern states. The bill also provided that the Bureau of Education should be continued with enlarged powers and responsibilities; and it is hoped that, should the bill become a law, state and local action in aid of schools will be greatly stimulated thereby. The provisions of this bill were strongly commended in a memorial to Congress, adopted by the Department of Superintendence of the National Educational Association, at its meeting, in Washington, on the 11th of December last.

The changes in the school statistics of the states and territories, from 1875 to 1876, are shown in the following table:

	1875.	1876.
School population.....	14,007,522	14,351,744
Enrollm. in public schools.	8,756,659	8,877,208
Average attend. (incompl.).	4,251,808	4,248,848
Number of teachers.....	249,262	249,400
School receipts.....	\$88,648,950	\$87,484,740
School expenditures.....	\$81,932,954	\$84,192,320
Total val. of school property	\$173,833,545	\$194,179,136

To the numbers in the above table should be added those of the private and denominational schools, academies, preparatory departments, and colleges; but the statistics of these can be obtained only approximately, since these institutions are outside of the public school systems. These numbers, as far as reported, are included in the following table from the report of the U. S. Bureau of Education for 1876:

	Schools.	Teachers.	Pupils.
Normal Schools.....	151	1,065	33,921
Commercial & Business Colleges	137	599	25,334
Kindergartens.....	148	377	4,000
Schools for secondary instruct.	1,229	5,999	106,647
Preparatory Schools.....	105	736	12,369
Colleges for Women.....	225	2,404	23,856
Universities and Colleges.....	356	3,920	56,450
Schools of Science.....	75	793	7,610
Schools of Theology.....	124	580	4,260
Schools of Law.....	42	218	2,600
Schools of Medicine, of Dentistry, and of Pharmacy.....	102	1,201	10,143
Instit. for the Deaf and Dumb.	42	312	5,203
Institutions for the Blind.....	29	580	2,083
Orphan Asylums, Industrial Schools, etc.....	385	3,197	47,437
Reform Schools.....	51	800	12,087
Schools for Feeble-Minded Children.....	11	318	1,560

Educational Associations and Conventions.

—There are now a number of associations in the United States the annual meetings of which are wholly or partly devoted to the discussion of educational topics. The most important of these is the National Educational Association, which was organized in 1857 at Philadelphia, under the name of the National Teachers' Association. It assumed its present name in 1871, and held its 17th session in Louisville, Ky., August 14th, 15th, and 16th, 1877. The previous meetings of the association were held at the following places:

Year.	Place.	President.
1858	Cincinnati, O.	Z. Richards.
1859	Washington, D. C.	A. J. Rickoff.
1860	Buffalo, N. Y.	J. W. Bulkley.
1861	Chicago, Ill.	John D. Philbrick.
1864	Ogdensburg, N. Y.	W. H. Wells.
1865	Harrisburg, Pa.	S. S. Greene.
1866	Indianapolis, Ind.	J. P. Wickersham.
1868	Nashville, Tenn.	J. M. Gregory.
1869	Trenton, N. J.	L. Van Bokkelen.
1870	Cleveland, O.	D. B. Hagar.
1871	St. Louis, Mo.	J. L. Pickard.
1872	Boston, Mass.	E. E. White.
1873	Elmira, N. Y.	B. G. Northrop.
1874	Detroit, Mich.	S. H. White.
1875	Minneapolis, Minn.	W. T. Harris.
1876	Baltimore, Md.	W. F. Phelps.

The association, at present, consists of five departments: (1) of school superintendence; (2) of normal schools; (3) of elementary schools; (4) of higher instruction; and (5) of industrial education. Any person connected with the work of education may become a member by paying \$2 and signing the constitution; a life member by paying at once \$20; a life director by the donation of \$100 at one time. At the session of 1877, the association elected the Hon. M. A. Newell, superintendent of public instruction of Maryland, president. Addresses were delivered before the general association by J. F. Blackinton, on *Silent Forces in Education*; by Thomas R. Price, on *The Study of English as Introductory to the Study of Latin and Greek*; by W. R. Webb, on *The Relation of the Preparatory or Grammar School to College and University*; by A. B. Stark, on *The Place of English in Higher Education*; by Maurice Kirby, on *The Study of Social Economy in Public Schools*; by W. R. Garrett, on *The Limits of Education*; by Rufus C. Burleson, on *The Educational Interests of Texas*; and by G. W. Hill, on *Educated Mind — its Mission and Responsibility*. In the Department of Higher Instruction, papers were read by Wm. Le Roy Broun, on *The Elective System*; by Noah Porter, on *The Class System*; by Caskie Harrison, on *American Revision and Adaptation of Foreign Text-books*. In the Normal School Department, addresses were delivered by the President, Louis Soldan, by E. C. Hewett, J. C. Greenough, C. C. Rounds, and S. H. White; and in the Department of Elementary Schools, by the President, H. A. M. Henderson, Zalmon Richards, R. H. Rivers,

John Kraus, Mrs. Maria Kraus-Boelte, and Lydia D. Hampton. In the Department of Industrial Education, a letter from President Manly Miles, and papers by S. R. Thompson, G. T. Fairchild, J. D. Runkle, and Charles O. Thompson were read. The Department of Superintendence had previously (in March) held a special meeting at Washington, in which resolutions were adopted favoring the organization of an educational museum, the promotion of popular education in the South, and the representation of the schools of the United States at the Paris exhibition, and deprecating the reduction of teachers' salaries. At another special meeting, held at Washington in December, action was again taken in behalf of promoting education in the South, and of securing a representation at the Paris exhibition. As in former years, the association passed a resolution acknowledging the services of the National Bureau of Education, and strongly recommending it to Congress as worthy of continued support. An official report of the session has been published under the title *The Addresses and Journal of Proceedings of the National Educational Association* (Salem, 1877).

The American Institute of Instruction held its 48th annual meeting at Montpelier, Vermont, July 10th, 11th, and 12th, 1877. It was presided over by Thomas W. Bicknell, of Boston. Addresses were delivered by state superintendents, Corthell of Maine, Downs of New Hampshire, and Conant of Vermont. The President, after urging in a brief address (1) the unity of all departments of school work, and (2) the duty of the Institute to assert and to carry out a vigorous and progressive educational policy, laid down the following propositions for the consideration of the Institute: (I) All instructors charged with the education of children and youth, should be selected on the ground of special talents, professional training, and aptness to teach; (II) Such teachers should possess certificates of qualification entitling them to teach in town, country, or state, for at least three years, when these should be exchanged for life certificates, founded on the basis of talent, training, and experience; (III) Teachers possessing a life certificate should hold an advisory relation to local officials, in regard to gradation, courses of study, promotions, general policy, and the scope of school regime; (IV) The county and state examiners should be selected on account of their special fitness as educational experts, and their experience as practical educators, and should possess the power of examining candidates, and granting provisional and life certificates; (V) School supervision of all grades should be in the hands of men and women whose experience has been gained in the school room, and who have made education a special study with reference to its philosophy, means, and ends. Papers were read by Prof. Harkness, of Brown University, on *The Results of Linguistic Studies*; by L. N. Carleton, Principal of the Connecticut State Normal School, on *Growth in Teaching Power*;

by President Runkle, of the Massachusetts Institute of Technology, on the *Russian System of Art Education as applied at the Institute of Technology*; by Mrs. M. H. Miller, of Concord, on *Modern Reading*; by Prof. W. M. Barbour, of Bangor Theological Seminary, on *The Rights of the Taught*; by Hon. P. E. Aldrich, on *The Rights and Duties of the State in Relation to Education*; by School Superintendent A. P. Stone, of Springfield, Mass., on *The Educational Outlook*; by the Rev. A. D. Mayo, of Springfield, Mass., on *The Normal Schools*; by Prof. E. R. Ruggles, of Dartmouth, on *The Place of History in Education*; by H. E. Fuller, Principal of the St. Johnsbury Academy, on *Honorary and Official Titles*, and by President Hulbert, of Middlebury College, on *Life and Form*. — Resolutions were adopted renewedly acknowledging the great value of the National Bureau of Education; recommending the establishment, by the National Government, of a scientific commission, to be located at the Yellowstone National Park, in Wyoming Territory, for the continuous and thorough study of its present and future physical condition; favoring the adoption of the Metric System of Weights and Measures; and endorsing the efforts now making toward simplifying the orthography of the English language. — The meeting was very largely attended, over six hundred members having been enrolled. The annual membership fee is one dollar. Of the five propositions contained in the president's address, the first two were adopted in a somewhat modified form; and the three others, owing to the lateness of the hour, were referred to a committee which is to report at the next annual meeting. Thomas W. Bicknell, of Boston, was elected president for 1878. A full account of the proceedings has been published in the *New England Journal of Education* (July 19.), and also in book form.

The New England Association of School Superintendents held its first semi-annual meeting for 1877, at Boston, in May, the president of the association, Superintendent Davis, of Somerville, being in the chair. Papers were read by Hon. Thomas B. Stockwell, of Providence, on the topic *Can the present system of graded schools be made more effective?* and by Superintendent Marvel, of Holyoke, on *Facts and Figures*, or the principles which should govern in the making of statistics, and in the estimates of school expenditures. Both papers called forth an animated discussion, as did also the question *What are the proper limitations of the teacher's liberty and of the superintendent's and school committee's authority?* A committee appointed at the last meeting to consider "what should be done in our public schools in respect to instruction in the Metric System," made a report, through Mr. John D. Philbrick, embodying a series of recommendations in favor of rendering instruction in that system obligatory in our public schools. Mr. Philbrick was elected president for the next six months.

The American Froebel Union was organized

in 1877. (For a full account of this association see FROEBEL SOCIETIES.)

The New England Normal Association was organized in Boston, Dec. 31., 1877. Its origin dates from the meeting of the American Institute of Instruction in July, 1877, when a committee was appointed to draw up a plan for its organization, and arrange for the first meeting. C. C. Rounds, principal of the State Normal School at Farmington, Me., presented the report of the committee, submitting a list of officers, headed by Principal Kelsey, of Plymouth, N. H., as first president. The subject for discussion at the first meeting was *The Proper Work of the Normal School*. The next meeting will be held in connection with the annual session of the American Institute of Instruction, commencing the day previous to the meeting of that body (July 8., 1878).

The American Philological Association held its ninth annual session in Baltimore, in July, 1877. Prof. S. S. Haldeman, of the University of Pennsylvania, is the president of the association. About 30 professors and linguists, from colleges and other institutions of learning, were present; and 6 new members were elected. The treasurer reported a balance of \$655.01 in the treasury. Papers were read by Prof. E. C. Merriam, of Columbia College; Prof. A. Stickney, late of Trinity College, Hartford; E. G. Sihler, fellow of the Johns Hopkins University; Prof. J. B. Feuling, of the University of Wisconsin; Prof. W. D. Whitney of Yale College; and Prof. Fisk P. Brewer, of the University of South Carolina. Important action was taken in regard to a new phonetic alphabet. (See ORTHOGRAPHY.) — The Spelling Reform Association also met in July, 1877, at Baltimore. (For an account of the proceedings, see ORTHOGRAPHY.) — The German-American Teachers Association held, in 1877, its ninth general meeting at Milwaukee. The former meetings were at the following places: in 1870, at Louisville, where the association was organized; in 1871, at Cincinnati; in 1872, at Hoboken; in 1873, at St. Louis; in 1874, at Detroit; in 1875, at Toledo; in 1876, at Cleveland. All the meetings were held during the summer vacations, and continued for three or four days. The German language is exclusively used at these meetings. The association has a monthly organ, the *Erziehungs-Blätter*, published in German, but having, since Jan., 1877, an English supplement, *The New Education*, devoted to Kindergarten culture and educational hygiene at home and in school, together with the English supplement, is now incorporated with Miss Peabody's *Kindergarten-Messenger*; and this double publication is issued from Milwaukee as *The Kindergarten-Messenger and New Education*. One of the principal objects which the association has in view is the establishment of a National German-American Teachers' Seminary. The movement in behalf of founding such a seminary began in 1860, when a meeting of persons interested in the scheme was held at Chicago. The German-

American Teachers' Association, at its first convention, assumed the erection of the seminary as one of its chief objects. The convention of 1874 appointed a "seminary committee" to carry out the plan. In May, 1876, a number of delegates from auxiliary societies, convoked by the seminary committee, met at Cincinnati, and established the National German-American Seminary Association. The first general meeting of this association was held August 2d and 3d, at Milwaukee, and elected a permanent board of management, consisting of 15 members, partly men of business and partly teachers; and the board was directed to open the seminary in September, 1878. — The annual meeting of the American Social Science Association for 1877 was held, in September, at Saratoga, N. Y. As

in former years, several of the papers and addresses referred to educational subjects. Prof. W. P. Wells, of Michigan University, read a paper on the work of American law schools, and its hindrance. A paper was read by Dr. E. G. Loring of Boston, on diseased eyes in school children, the title being *Is the Intellectual World becoming Near-Sighted?* He argued that study in school was the principal cause of the disease. (See HYGIENE.) Mrs. A. C. Martin read a paper on the health of girls, entitled *The Danger of the Health of Girls from Imperfect Early Training*; and Dr. D. F. Lincoln of Boston read an essay on *Half-Time Schools*.

Educational Periodicals. At the close of 1877 the following educational periodicals were published in the United States:

NAME OF PERIODICAL.	When established.	Where published.	Editor.
The Ohio Educational Monthly.....	Jan. 1852	Salem, Ohio	W. D. Henkle
The Pennsylvania School Journal.....	July 1852	Lancaster, Pa.	J. P. Wickersham
Indiana School Journal.....	Jan. 1856	Indianapolis, Ind.	W. A. Bell
National Educator.....	July 1860	Kutztown, Pa.	A. B. Horne
American Journal of Education.....	Jan. 1868	St. Louis, Mo.	J. B. Merwin
The Educational Journal of Virginia.....	Nov. 1869	Richmond, Va.	Wm. F. Fox et al.
Erziehungsblätter.....	Oct. 1870	Milwaukee, Wis.	Hallmann
The Wisconsin Journal of Education.....	Jan. 1871	Madison, Wis.	Searing and Pradt
New York School Journal.....	" "	New York, N. Y.	Amos M. Kellogg
Maryland School Journal.....	Sep. 1874	Baltimore, Md.	M. A. Newell and C. G. Edwards
The School Bulletin.....	" "	Syracuse, N. Y.	C. W. Bardeen et al.
Barnes' Educational Monthly.....	Nov. 1874	N. Y. and Chicago	Not stated.
Educational Notes and Queries.....	Jan. 1875	Salem, Ohio	W. D. Henkle
The Western.....	" "	St. Louis, Mo.	H. H. Morgan
New England Journal of Education.....	" "	Boston, Mass.	T. W. Bicknell
The Common School Teacher.....	Sep. 1875	Bedford, Ind.	W. B. Chrysler and J. A. Beattie
The Educational Voice.....	" "	Pittsburg, Pa.	W. B. Ford and G. J. Luckey
The Eclectic Teacher.....	July 1876	Carlisle, Ky.	L. C. H. Vance etc.
The Parents and Teachers' Monthly.....	Aug. 1876	Tremont, O.	W. M. Harford and W. W. Ross
The New Education.....	Jan. 1877	Milwaukee, Wis.	W. N. Hallmann
The Educational Weekly.....	" "	Chicago, Ill.	S. R. Winchell et al.
The New Jersey Public School Journal.....	Feb. 1877	Bloomfield, N. J.	C. J. Majory
The Pacific School and Home Journal.....	March 1877	S. Francisco, Cal.	Albert Lyser
The Scholar's Companion.....	Sep. 1877	New York, N. Y.	Amos M. Kellogg
The Primary Teacher.....	Oct. 1877	Boston, Mass.	T. W. Bicknell
The Practical Teacher.....	Nov. 1877	Chicago, Ill.	W. F. Phelps

Educational Literature. — The U. S. Bureau of Education published in 1877 the official report for the year 1876, which presents the educational statistics of the country with a fullness to be found in the educational reports of few, if any, other countries in the world. — The Austrian commissioner to the centennial exhibition in Philadelphia, Dr. F. Migerka, has published a special report on the educational affairs of the United States (*Das Unterrichtswesen in den Vereinigten Staaten*, Vienna, 1877.)

UNIVERSALISTS. The *Universalist Annual Register* for 1878 gives returns for 1877 from 4 of the colleges and 2 of the academies of the denomination, and supplies the defects in the returns from the other institutions by inserting those of 1876. Its tables give for Tufts College, Lombard University, St. Lawrence University, Smithson College (1876), and Buchtel College, a combined force of 44 professors and teachers, and a total of 347 students. Of the 6 academies, the returns for 1877 are furnished from the Westbrook and Goddard seminaries only. These appear, by the same table, to have had 43 in-

structors and 542 students. The valuation of all the property of these institutions, including that appertaining to the two theological seminaries, is \$2,289,000. One of the institutions whose reports have formerly been included in the tables, the Liberal Institute, at Jefferson, Wis., has disappeared from the list, having, says the *Register*, "been smothered by a mortgage." The Tufts Divinity School, which is connected with Tufts College, has professorships of Christian theology, homiletics and pastoral theology, psychology and natural theology, and rhetoric and history, and lectureships on the evidences of Christianity, ecclesiastical history, and the relation of science to Christianity. Candidates for admission must bring satisfactory testimonials of good character. Bachelors of Arts are admitted without examination. Other candidates must have a good English education, and it is desirable that they should have some knowledge of Latin and Greek. The full course for Bachelors of Arts occupies three years; but a four years' course has besides been instituted to meet the wants of those who have not taken a full

collegiate course of study, and yet require a thorough professional training. The number of students, in 1877, was 27. The St. Lawrence Theological School, at Canton, N. Y., has professorships of ethics, Biblical languages and literature, and ecclesiastical history and Biblical archaeology. Applicants for admission are expected to bring testimonials as to their moral and religious character, must have a good English education, and must avow their fixed intention to devote their lives to the Christian ministry. The courses are arranged according to the degree of scholarship which the candidate has attained, for two, three, or four years. Students have access to the library of the institution, containing 7,000 volumes, and to several private libraries. The number of students, in 1877, was 22.

UTAH. The school reports of this territory being made only biennially, no account of the progress of the schools since the publication of

VENEZUELA. A report on public instruction in Venezuela was published in 1877, by the Rev. J. de Palma, of New York, from which the following information is derived.—It is expected that the condition of the country in relation to popular instruction will be rapidly changed. President Guzman Blanco, in 1876, published a decree organizing primary education, and making it compulsory and gratuitous. In his message to the legislature, submitted on the 20th of February, the president presented the following statistical facts, as showing the steady progress of education in the republic:

YEAR.	No. of Schools.	No. of Pupils.
1872.....	100	3,744
1873.....	202	7,064
1874.....	352	13,440
1875.....	691	28,010
1876.....	782	31,610

Adding to these the municipal and private schools, there were: 782 federal schools, with 31,610 pupils; 247 municipal schools, with 8,632 pupils; and 180 private schools, with 7,200 pupils. Adding further 210 schools, the establishment of which has just been decreed by the government, and calculating 40 scholars to each school, the total number of schools will be seen to amount to 1,419, with 55,842 pupils.—There are 4 normal schools,—in Caracas, Valencia, Barquisimeto, and Cumaná; 20 colleges called national, established in the capitals of the different states, and the university of Caracas, with 29 chairs and 192 students, a library, and a museum for the study of natural sciences. The income required to sustain these schools, colleges, and universities, is derived from special taxes, and from the property of the convents suppressed by Guzman Blanco, and appropriated by him to the support of these institutions of learning.

the *Cyclopedia of Education*, or of their present condition is obtainable.

The territorial superintendent is O. H. Riggs, who was first elected to the office in 1874.

The following are the principal items of school statistics for 1876:

Number of children of school age (6 to 16)....	30,191
" enrolled in schools.....	19,191
Number of teachers, males.....	1,191
" " " females.....	1,191
Average monthly salary.....	1,191
Number of school rooms.....	1,191
Average length of school term in days.....	1,191
School receipts.....	\$129,191
School expenditures.....	\$129,191

The University of Deseret had 4 instructors and 320 students, all of the latter being in the preparatory department. This institution has not yet succeeded in obtaining students sufficiently advanced for a regular collegiate course.

VERMONT. No important change has taken place in the school law of this state, or in the condition of the schools, during the past year. "Our schools," says the state superintendent, "are gradually improving in means, methods, and results, but only in the way of regular and natural growth."

The state superintendent is Edward Conant, who was elected by the legislature, in 1874, and has since been biennially re-elected.

[Mr. Conant was born in Pomfret, Vt., May 1, 1829. He completed his education at Dartmouth College, and engaged in teaching at Woodstock, Ct., from 1854 to 1856. He was principal of the Academy at Royalton, Vt., from 1856 to 1859; of the High School at Burlington (1859—60); of the Academy at Randolph (1861—7); and of the Normal School in last place from 1867 to 1874. From this last position he passed to that of state superintendent.]

The following are the principal items of school statistics for 1876:

Number of children of school age (5 to 20)....	92,191
Children of school age in the common schools.....	69,191
Number of pupils.....	71,191
Average daily attendance (incomplete)....	39,191
Number of common schools.....	2,191
Average length of school term in weeks....	24
Number of teachers, males.....	1,191
" " " females.....	3,191
Average weekly salary, males.....	\$9
" " " females.....	\$5
School receipts.....	\$480,191
School expenditures.....	\$565,191

Besides the children above enumerated, there were 6,175 of school age who were attending private and denominational schools.

Normal Instruction.—The training of teachers, which began in this state at a very early date, is now conducted in three state normal schools,—at Castleton, Randolph, and Johnson. The annual appropriation for each is \$15,000. The average attendance in the first, in 1876, was 37; in the second, 164; in the third, 52. The number of graduates was 9, 30, and 16 respectively. Teachers' institutes were held, during

districts. Their number, in 1877, was 164. There are also private secondary schools, and several preparatory schools and departments and one business college. In 1876, the number of the first class reporting to the U. S. Bureau of Education was 25, with 104 teachers and 1,422 pupils; and of the second class, 7, with 16 teachers and 301 pupils. In the business college, in Richmond, the number of students was 42.

Superior, Professional, and Scientific Instruction. — The latest returns give 8 colleges and universities in the state, with 71 instructors and 1,051 students. Of the latter, 918 were of the collegiate grade. In the libraries of these institutions there were 113,500 volumes. Four schools of science reported 22 instructors, 494 students, and 7,000 volumes; four of theology, 16 instructors, 164 students, and 22,500 volumes; two of law, 10 instructors, 109 students, and 3,500 volumes; and two of medicine, 19 instructors, 91 students, and 1,000 volumes. The Rev. T. W. Dosh has succeeded to the presidency of Roanoke College; and the Rev. W. W. Bennett, D. D., to that of Randolph Macon College. Very substantial additions have recently been made to the endowment fund of Washington and Lee University, the amount contributed for this purpose during the last twelve years amounting to nearly \$300,000. Twelve colleges for women reported a total of 108 instructors, and 1,172 students, of whom 189 were of the collegiate grade. In their libraries, were 5,300 volumes.

Special Instruction. — In the Virginia Institution for the Deaf and Dumb and the Blind, at Staunton, there were, in 1876, 37 blind and 96 deaf and dumb pupils. The appropriation made that year for its support was \$40,000. Instruction in articulation is given to the semi-mutes, and has been attended with success; but the same method has proved unsuccessful, it is stated, when the attempt has been made to apply it to congenital deaf-mutes.

RICHMOND. The schools of this city are managed by a board of 9 members, 3 being elected from each district. They hold office for three years, one third of the board retiring annually. The mayor of the city is *ex officio* president; and the principal executive officers are a superintendent, who is appointed by the state board, and a secretary and supervisor of schools, who is appointed by the city board from their own number. The crowded condition of the school testifies to the high appreciation in which they are held, ten additional schools being estimated by the superintendent as necessary to accommodate the number of pupils in 1878, should their number be only equal to that of 1877. The pupils, in 1877, were only provided for by the organization of half-day schools, 22 such schools having been opened. The revised course of study recently prepared by the superintendent consists of 10 grades — 4 primary, 3 grammar and 3 high school, each requiring on an average one year.

The present city superintendent is James Peay, Jr.

The population of the city, in 1876, was estimated at 73,000.

The number of schools or classes at the close of 1877, was 120, — 95 primary, 23 grammar and 2 high schools. These were divided into 75 white and 45 colored schools. The following are the chief items of school statistics for the school year:

School population (5—21):	
whites,	11,855
colored,	8,899
Total	20,754
Number of pupils attending, whites	3,609
“ “ “ “ colored	2,126
Total	5,735
Number of teachers in white schools	80
“ “ “ “ colored	47
Total	127
School expenditures	\$80,788.11
Total valuation of school property	\$247,185.05

WASHINGTON TERRITORY. On the 9th of November, 1877, the legislature of this territory passed a school law which took effect on the 31st day of December, 1877, and which entirely supersedes the school law of 1872.

School System. — The management and care of the schools are committed to a territorial board of education consisting of one person from each judicial district, appointed by the governor for two years, and the territorial superintendent, who is *ex officio* president of the board. The principal duties of this board are: to prescribe rules for the general government of the schools; to adopt a uniform series of text-books, which shall not be changed for 5 years without good cause; to examine teachers semi-annually, and grant certificates to candidates so examined, or to teachers from other territories or from the

states, when such teachers already hold certificates and give satisfactory assurance that they have been engaged in teaching three years. The territorial superintendent is appointed by the governor and legislative council for two years. He is charged with the general supervision of the schools and the direction of local officers, and is required, as far as it is consistent with his other duties, to spend three months of every year in visiting the schools of the territory, consulting with county officers, and addressing public meetings on educational topics. He is also required to hold an annual teachers' institute, and to aid, as far as practicable, in establishing county institutes. County superintendents are elected biennially, and are charged with the more immediate direction of the schools, in all matters which require the presence of an officer nearer than the

territorial superintendent. They act as his representatives in the enforcement of the school law, and make an annual report to him. The county superintendent also, in connection with the two persons in the county who hold the highest grade certificates, constitute a board for the examination of teachers, such examination taking place in May and November. *District boards of directors*, consisting of 3 members, are chosen, one member being elected annually, and holding office for three years. They are empowered to establish schools, to employ or dismiss teachers, to suspend or expel pupils, and to take charge of all school property. Through the district clerk, they take annually, between the 20th and 30th of July, a census of all the children of the district between the ages of 4 and 21, reporting the same to the county superintendent. The schools are open to all children between the ages of 5 and 21, and to adults upon permission given by the district board. The branches prescribed by law are such as constitute a common English education, with such other branches as may be decided upon by the district directors. Advanced instruction is provided for in union or graded schools, which may be established by two or more districts upon a majority vote of the electors, ascertained in the legal method, power being given to levy a special tax for the support of such school. Any single district may also establish a graded school when it shall be required. Many cities, towns, and villages have special laws for the management of their schools. Any such community having more than 500 children between the ages of 4 and 21 is required to establish a graded school; and any city, town, or village containing more than 400 inhabitants is required to send its children between the ages of 8 and 16 to school for at least 6 months in the year, 6 weeks of which schooling must be consecutive. Provision is also made for supplying additional school facilities by levying special taxes. The school day consists of not less than 4 nor more than 6 hours. The schools are supported by the interest derived from the sale or rent of any land given by Congress for school purposes; by an annual tax of not less than 3 nor more than 6 mills on every dollar of taxable property; and by the money derived from certain fines and forfeitures.

The territorial superintendent is John P. Judson, who was appointed in 1874.

The general statistics of the schools for the year ending September 30., 1877, are as follows:

Number of children of school age (5 to 21).....	13,187
" " attending school.....	7,182
" " school houses.....	340
Number of teachers, males.....	116
" " females.....	143
Average length of school term in months.....	4.45
Amount paid to teachers.....	\$49,865

These figures are only approximately correct, as they are derived from the reports of only 15 county superintendents, while there are 23 such officers in the territory. To the partial information which they afford, however, may be added the testimony of the territorial superintendent,

who says that "nowhere do we find more earnestness and determination to increase our educational facilities than in those districts most remote from the thickly settled portions of the territory. In many instances, school-houses have been built with funds raised by private subscription; and, after the public money has been exhausted, these schools have been continued, the teachers being paid by the voluntary subscriptions of the people."

Normal Instruction.—No territorial normal school has been established, though such an institution is contemplated by the law. Teachers' institutes have been organized in nearly every county since the last biennial report. The term prescribed for them by law is from one to five days, and teachers are required to attend. There is also a territorial teachers' association, which aided materially in causing the adoption of the present law.

Secondary Instruction.—In some of the larger towns, instruction of this grade is given; but it is chiefly by private schools, the law authorizing the establishment of graded schools being too recent to have produced as yet much effect. Of these schools the superintendent says that "their flourishing condition attests not only their necessity, but also the public interest in education." At Seattle, there is a preparatory school for the university, and a similar school exists in connection with the Holy Angels' College, at Vancouver.

Superior Instruction.—The only institution of this grade at present is Holy Angels' College, at Vancouver, the University of Washington Territory, at Seattle, not having as yet any students of the collegiate grade.

WEST VIRGINIA. A number of amendments were made to the school law of this state in January, 1877, principally relating to the financial affairs of the system. The most important, however, was a provision designed to secure better teachers. It requires every county superintendent to hold county or district institutes for the instruction and training of teachers in the knowledge and practice of their profession. Every teacher is required to attend the institute for 8 days of the school year, his salary being continued in case of attendance, but diminished *pro rata* in case of non-attendance. So far as can be judged, in the short time which has elapsed since the adoption of this method, the law has fulfilled the object for which it was enacted, the results proving, in the words of the state superintendent, "highly satisfactory."

The present state superintendent is W. K. Pendleton, elected in 1877.

[Mr. Pendleton was born in Virginia, September 8., 1817. He completed his education at the University of Virginia, and entered Bethany College as a professor, in which position he remained 25 years. He afterward filled the office of president of the college for 11 years. From 1872 to 1873 he was appointed to fill a vacancy in the office of state superintendent, and, in 1877, by election, entered upon a full term of the same office. Besides being a contributor to various educational periodicals for 30 years, Mr. Pendleton was a member of the convention which, in 1872,

framed the present constitution. In 1875, the University of Pennsylvania conferred upon him the degree of LL. D.]

The school report of the state being biennial, the last which was published exhibits the condition of the schools at the close of the year ending August 31., 1876.

The following are the principal items of *school statistics* for that year:

Number of children of school age (6 to 21)	184,796
" " " attending school....	123,504
Average attendance.....	72,278
Number of schools.....	3,341
Number of teachers, males.....	2,797
" " " females.....	896
Monthly salary of teachers, white males..	\$34.89
" " " " females.....	\$32.09
" " " " colored males.....	\$30.83
" " " " females.....	\$15.97
Average length of school term, in months	4.32
Total valuation of school property.....	\$1,660,467
School receipts.....	\$986,577
School expenditures.....	\$786,118

Normal Instruction.—The six normal schools of the state continued in session as usual during 1876, but with diminished resources and a consequent loss of efficiency. The work done in these schools is regarded by the state superintendent as invaluable. Normal instruction is also given in Fleming College and Storer College. Eight teachers' institutes were held in 1876, the term of each being two weeks. The attendance of teachers was not so large as was desirable. The state educational association held its usual annual meeting in August, 1876, at Moundsville, but no report of its proceedings is given in the report of the state superintendent.

Secondary Instruction.—The number of high schools, in 1876, is reported at 5; the number of graded schools, at 67. Several private and denominational schools of secondary grade, also afford instruction to pupils of both sexes. Some of the more important of these are Fleming College, Storer College, Morgantown Female Seminary, St. Alban's Seminary, and St. Joseph's Academy. There are also commercial schools in Wheeling, Parkersburg, and Charleston.

Superior, Professional, and Scientific Instruction.—In three colleges of the state, there were, by the latest returns, 25 instructors, and 233 students, of whom 146 were of the collegiate grade. In their libraries were 10,000 volumes. The Wheeling Female College had 10 instructors, and 107 students, of whom 22 were of the preparatory and 85 of the collegiate grade.

Special Instruction.—The West Virginia Institution for the Deaf and Dumb and the Blind was established at Romney, in 1870. The course of instruction carries pupils into the secondary grade and provides industrial training in shops connected with the institution. The number of instructors and pupils in the deaf and dumb department, in 1876, were 5 and 65 respectively; in the department for the blind, 4 and 24.

WHEELING. In this city the schools are controlled by a city board and a city superintendent. Besides the day schools, which were eight in

number, there were seven evening schools, one of which was for colored pupils.

The city superintendent is John C. Hervey.

The population of the city, in 1876, was 30,000. The following is a summary of the *school statistics* for that year:

School population.....	9,500
Number enrolled in public day schools....	4,439
" " " evening schools.....	67
Number of teachers in day schools.....	78
Number of teachers in evening schools....	19
Number of teachers of German.....	6

Total..... 10

School receipts.....	\$86,264.0
School expenditures.....	\$89,897.0

WISCONSIN. Considerable excitement was produced in this state, during the year 1876, by an attempt to carry through the legislature an act providing for a uniformity of text-book in the public schools, by giving the exclusive right to supply them to a single firm. The specious representations made to show that the measure was in the interest of economy secured for it considerable support. The true friends of the schools, however, among whom the state superintendent was conspicuous, demonstrated the impolicy of this measure, and succeeded in convincing a majority of the legislature that injury to the schools, and the injustice to the people, which would be produced by the proposed legislation would far outweigh any benefits to be derived from it. While, however, absolute uniformity of text-books is not desirable, nor approximate uniformity, except so far as it may be secured by the enforcement of the existing law, other changes of the school law are proposed which are not only expedient, but necessary for the perfection of the school system. These changes were made the subject of special consideration by a committee of the Wisconsin Teachers' Association, and were discussed in a report made to the association at its meeting in Madison, December 27., 1876. The defects which were believed to require correction most urgently are arranged under five heads: (1) excessive subdivision of territory and local independence; (2) lack of uniformity in the burdens of cost; (3) lack of uniformity in the character and amount of instruction; (4) want of proper supervision; and (5) need of suitable libraries. The same committee, of which the president of the university and the state superintendent were members, made the following recommendations for remedying the defects mentioned: (1) the organization of a non-partisan state board of education to whom shall be intrusted the educational interests of the state from the primary school to the university; (2) the appointment by the board of (a) a state superintendent who shall serve four years and be *ex officio* the secretary of the board, and (b) county superintendents for terms of three years each, but removable at the pleasure of the board; (3) the election of township boards, of three members each; (4) the establishment of a high or grammar school in each township; (5) the levy of a uniform state tax for school purposes; (6) uniform examination

ations for teachers as far as practicable; and (7) the establishment of township libraries. These recommendations were adopted by the association, and are to form the basis on which the educators of the state will labor for the reconstruction of the present law. It is not expected that all of these measures can be secured at once; and, for this reason, that which is most urgently demanded — the uniform state tax — has been designated as the one for which immediate effort should be made. At the semi-annual meeting of the association, held December 26 — 28, 1877, the committee appointed to consider this question reported that, though the income of the school fund had reached its maximum amount, it was still less than one-twelfth of the annual cost of the schools. They, therefore, recommended that a general tax for common-school purposes should be imposed upon the property of the state in amount sufficient to yield annually at least as much as the income of the school fund. — Considerable attention, also, has been given to the kindergarten, with the view to introduce it into the public school system of the state.

The state superintendent is W. C. Whitford, elected in 1877.

The chief items of school statistics are as follows:

Number of children of school age (4 to 20)	474,811
“ enrolled in public schools.....	282,186
“ attending private schools.....	24,028
“ of teachers in public schools.....	8,630
Average monthly salary of male teachers in cities.....	\$105.10
Average monthly salary of male teachers in counties.....	\$42.95
Average monthly salary of female teachers in cities.....	\$37.20
Average monthly salary of female teachers in counties.....	\$27.16
School receipts.....	\$2,327,964
School expenditures.....	\$2,126,641
Total valuation of school property.....	\$4,875,618

Normal Instruction. — In the four state normal schools, the attendance of students, in 1876, was as follows: at Platteville, 204 (103 male and 101 female), of whom 23 graduated; at Whitewater, 285 (95 male and 190 female), of whom 22 graduated; at Oshkosh, 323, of whom 16 were graduates; at River Falls (opened in 1875), 168 students. The number of teachers' institutes held during the same year was 65, with an attendance of 4,660 teachers (1,302 male and 3,358 female). The Wisconsin Teachers' Association, also, holds semi-annual meetings which are numerously attended.

Secondary Instruction. — The number of public graded schools, in 1876, was 375, of which number 20 were high schools organized within the year. The number of teachers employed in the high schools was 37, the number of pupils attending, 1,284. In the private secondary schools, only a small number of which reported to the U. S. Bureau of Education, the number of teachers was 134, and the number of pupils 1,976. In 12 preparatory schools and departments, there were 43 teachers and 1,220 students;

and in 8 business colleges, there were 24 teachers and 1,391 students.

Superior, Professional, and Scientific Instruction. — For this grade of instruction there are 10 colleges and universities, with 108 instructors, 1,987 students, and libraries containing 44,800 volumes. The University of Wisconsin has completed a large building to be devoted to scientific purposes, a part of which is to form an art gallery, for which a collection has already been begun. The university is also to be provided with an astronomical observatory — the result of private munificence — thus enabling it to take advantage of the annual appropriation of \$3,000, made by the state for instruction in astronomy. Two theological schools reported 19 instructors, 158 students, and 12,000 volumes; and the law department of the state university, 8 instructors and 17 students. St. John's College, at Prairie du Chien, is under Roman Catholic control. It was organized in 1871, and chartered in 1873. Three colleges for women reported 24 instructors, and 368 students, of whom 157 were of the preparatory, and 121 of the collegiate grade.

Special Instruction. — In the Wisconsin Institute for the Education of the Deaf and Dumb, at Delavan, the number of pupils in 1876 was 190. The institution for the blind, at Janesville, reported an attendance of 86, during the same period. The Wisconsin Industrial School for Boys is situated in Waukesha, and has, in connection with its two graded schools, a number of work shops and a farm.

MILWAUKEE. The last school year of this city was made memorable by the commencement of the erection of an unusually large number of school buildings, and by the completion of one which is declared by the president of the school board to satisfy “all the chief requirements of a model school.” The crowded condition of the school rooms in the older parts of the city, however, is still deemed a subject requiring the most urgent attention. The course of instruction, also, is in need of revision, in order that the training, while not neglecting the development of the whole nature of the pupil, may so direct his powers and capacities as to fit him for the special work in life to which he will be called. This revision has been already undertaken, with the hope that the new course may be ready for adoption by the beginning of 1878. Much attention has been given to the kindergarten, for the purpose of employing its methods, as far as possible, in the primary schools of the city. In the last annual report, also, some improvements are suggested in the method of teaching German, the continuance of which is strongly recommended, both on the ground of expediency and utility. The employment of oral instruction is also recommended, particularly in the lower grades. Special attention is given, in this city, to the physical training of the pupils, by means of calisthenic exercises, which are directed and supervised by a “superintendent of calisthenics.” From the last report, it appears that instruction

of this kind was given to 987 classes, in the elementary schools; and that 44 lessons were given to the High School and Normal Department, and 32 lessons to teachers.

The *city superintendent* is James MacAlister, elected in 1874. The population of the city, in 1874, was 100,775.

The number of schools, in 1877, was 21, — 13 district and 6 branch schools, 1 high school, and 1 normal school or department. A summary of the *school statistics*, for the year ending August 31., 1877, is as follows:

Number of children of school age (4 to 20)	35,739
" enrolled in public schools.....	14,985
Average attendance.....	8,560
Number of teachers, males.....	49
" " females.....	157
Average annual salary of males.....	\$1,156
" " females.....	\$556
School receipts.....	\$186,017
School expenditures.....	\$174,760
Total valuation of school property.....	\$568,334

In the High School, the whole number of pupils enrolled was 176, — 71 boys and 105 girls. The course of instruction includes 4 years; and the graduating class of 1877 comprised 9 members. — The total enrollment in the Normal Department was 22; and the number of graduates, in June, 1877, was 20.

WOMEN, Higher Education of. On this subject, the past year has furnished its full quota of agitation. Some checks in the progress of the movement have been experienced; yet its advocates have not slackened their efforts. Without excepting the occurrences in Boston, preceding the opening of the girls' Latin school, — a step which removed the only obstacle between women and the universities recently established for them — the year may be said to furnish no evidence to disprove the assertion that, in the United States, the general movement for the higher education of women is practically unopposed. The injustice of denying such education to women desirous of acquiring it, and the great practical benefits which seem likely to result from granting it, are arguments apparently so positive in their nature as to outweigh those considerations which are based upon a sentimental view of the nature and mission of woman, or those preconceived opinions which always obstruct the path of innovation. The result, therefore, has been that, wherever an earnest effort has been put forth in behalf of the higher education of women, it has usually been attended with success. — The immediate result of the agitation in Boston was the entrance of 41 girls into the new Latin School, to be prepared for a college course. To the list of institutions which afford to women facilities for higher education, the past year has added several, among which may be particularly mentioned Colby University and the University of Pennsylvania. In the first of these, 4 young women entered the Freshman class. The year 1877 is also signalized by the graduation of the first female Doctor of Philosophy in the United States — Miss Helen Magill of Boston University. In special higher instruction, particularly that of

medicine, a career has been open to women for many years, Elizabeth Blackwell having graduated from the Cleveland Medical College as early as 1845. Since that time, the number of female physicians has greatly increased, the New York Women's Medical College alone now graduating a large class every year. The Massachusetts Institute of Technology, also, made provision for the instruction of women about a year ago, and several have already availed themselves of the privilege offered. Of the older male colleges, none have as yet opened their doors to women on the same terms as to men. Harvard College, however, was the first to yield to the popular demand that facilities for instruction in a literary or classical course should be extended to females. This was done, not by admitting them to the college course, but by the establishment of what are known as university examinations. These examinations were begun in England in 1858. There the scheme, as originally projected, had in view two objects: (1) to ensure greater thoroughness in school work, and (2) to induce pupils to continue this work after the end of their school life. For this purpose, examinations were instituted at stated intervals by fellows of Cambridge, at points not too distant; and all who reached the standard assigned were rewarded with corresponding certificates. The movement, begun originally for boys only, was productive of such good results, that, in 1863, its advantages were extended to girls. It was received with great favor; and so satisfactory was the result in this case also, that the movement for the higher education of women received at once a powerful impulse. One tangible result of these examinations is the present Girton College, the aim of which is to give to women essentially the same higher education that is furnished in male colleges. A large number of the advocates of a higher education for women, however, not believing that the methods, pursued in the new institutions were the most desirable for women, joined in establishing a course of lectures and examinations to fit all women, who chose to take advantage of them, for what were afterward known as the university higher examinations. According to this method, each candidate chooses certain subjects, and by study at home and attendance upon the lectures given usually by the fellows of the university, prepares herself for examination, and upon passing, receives a certificate. Proficiency in special subjects is thus acknowledged, but in none singly, a certain number of subjects being prescribed in which proficiency must be shown. This system, so novel in the educational annals of England, having been received with favor, naturally outgrew the limits prescribed for it by its projectors; and the examinations have not only been opened to the other sex, but have extended to other countries. — The first examination for women held by Harvard College was at Cambridge, in June, 1874. In New York, the first was held in June, 1877. These ex-

aminations will hereafter be held simultaneously in Cambridge or Boston, New York, Philadelphia, and Cincinnati. They are of two grades,—a general and a special, the latter being more advanced in its character. The first is designed more particularly for those who do not intend to enter college; but who, hoping, either at once or at some later time, to pursue a course of solitary study, are desirous of testing the thoroughness of their preparation in elementary branches. The second enables persons who are considerably advanced in natural science, mathematics, language, history, or philosophy, but who have not the means or time to take a college course, to test their proficiency by a recognized standard. Neither examination, however, is intended, as some might suppose, to determine the applicants' fitness to enter college; nor is it equivalent to an ordinary college examination, the standards chosen in each case being in many respects different. In New York, the examinations were conducted by Professor Child, and lasted a week. They were almost exclusively in writing, only such oral exercises being made use of as were necessary to test the applicants' proficiency in pronunciation etc. Of 18 women who presented themselves, 3 chose the general examination, and 2 of these passed in all the subjects, while the third failed in two. Of the remaining 15, who were examined in special subjects only, 12 passed and 3 failed. Although the general opinion concerning these examinations is one of approval, protests begin to be heard, the substance of which may be found in the following from Provost Stillé of the University of Pennsylvania: "What would be thought of any college which would give to a young man who had passed a creditable examination for admission to the Freshman class, a certificate which should be called a 'test of culture'? The crowning vice of our system of education, as every college professor well knows, is the hasty, imperfect, unsystematic preparation of boys for advanced studies. If we ruin our boys by this system, let us save our girls from the same fate. Our girls may be ignorant; but there is something worse than ignorance—a pretence to knowledge which they do not possess, and to a capacity for work for which they have not been thoroughly trained."—In *Canada*, Toronto University established local examinations for women in 1877, to begin in June, 1878, the successful candidates to receive certificates indicative of their proficiency. It is thought that these certificates will be eagerly sought by young women intending to become teachers.—In *England*, Girton College is reported to be very successful. Though the examination for admission is severe, the college has more applicants than it can accommodate. At Cambridge, also, increased accommodations have been found necessary, and have been provided by an addition to Newnham Hall, and by the erection of a new building—Norwich House, which is already reported to be full. Another institution founded for the furtherance of the same object is Holloway College, the buildings

for which are now nearly finished. The sum set apart for the college was \$1,750,000; and its design is to fit unmarried women over 17 years of age for passing the entrance examination of the universities. Four years' residence will ordinarily be required, but no religious test is applied, and the study of the classics is optional. There are 20 scholarships of \$200 each, tenable for 2 years. There are also 4 founder's gifts of \$250 each, which are to be awarded at the annual examinations.—One of the most interesting features of the controversy concerning the higher education of women in England is the number of prominent men who have placed themselves on record in its favor, and the number who have recently changed their position in regard to it, having at first opposed such education, but afterward becoming its advocates. The principal center of excitement, during the past year, was London University. The struggle began on the question of granting medical degrees to women; and, after much discussion, the senate of the university, by a vote of 14 to 8, decided to grant them. This action led to a debate concerning the right of that body to make such a radical change without the consent of the convocation, a belief being expressed that it was in violation of the university charter. The result was the granting of a supplementary charter sanctioning the action of the senate, and extending the privileges of all the departments of the university to women. This charter was approved by the convocation by a majority vote of 110. In the discussions preceding this result, and which at times were very animated, and even bitter, W. E. Forster, Mr. Lowe, Earl Granville, Sir James Paget and Sir William Gall declared themselves in favor of the measure, while a few—notably Sir William Jenner—took extreme ground in opposition.—In *Scotland*, the contest on this subject has been going on for years, and is not yet settled. The authorities in the medical profession, who have always shown much sensitiveness in the matter, have vacillated greatly in their course. A partial yielding on their part has been, at times, observed, but the privileges granted, have been attended with such restrictions as to make them almost valueless, and to place the authorities in an illogical position. For the higher education of women in a general literary course, some provision is made in the cities of Edinburgh and Glasgow.—In *France*, many higher institutions of learning, among them the University of Paris, are open to females. The medical colleges of that city were among the first in Europe to receive with favor the idea of the higher education of women. Since 1865, the Faculty of Medicine alone has given instruction to 32 women, 9 of whom graduated; and, during the past year, the general list has been increased by one—Miss Blanche Edwards—who passed successfully an examination for the degree of *Baccalauréat-ès-lettres*.—Very recently, also, *Italy* has declared its 17 universities open to women; and like action has been taken by *Switzerland*, *Norway*, *Sweden*,

and *Denmark*. — In the *Netherlands*, during the past year, a ministerial order was issued opening every university and gymnasium to female students; and *Russia* has opened to women its highest schools of medicine and surgery.

WYOMING. In this territory, very little educational progress has recently been made. Owing to the scantiness of the population, the school system has not been sufficiently developed to require that its management should be intrusted to a separate department of the government. The duties of the superintendent, there-

fore, still continue to be discharged by the territorial librarian. No statistical information has been furnished of a later date than the chief items of *school statistics* for the year 1890, as follows :

Number of school houses.....
“ “ pupils enrolled.....
“ “ teachers.....
Total expenditures.....
Total valuation of school property.....

For further information see *Cycl.*
WYOMING.

III.—COLLEGES AND UNIVERSITIES IN THE UNITED STATES.—Continued.

NAME.	Location.	Date of Organization.	Religious Denomination.	President or other Chief Officer.	Number of Instructors.	Number of Students of the Collegiate Grade.
*Wesleyan University.....	Middletown, Conn.	1830	M. E.	Cyrus D. Foss, D.D.	13	172
Yale College.....	New Haven, Conn.	1701	Non-sect.	Noah Porter, D.D., LL. D.	29	627
Delaware College.....	Newark, Del.	1870	Non-sect.	Wm. H. Furnell, LL. D.	6	40
Columbia University.....	Washington, D. C.	1821	Baptist.	Jas. C. Walling, LL. D.	10	41
Georgetown College.....	Georgetown, D. C.	1789	R. C.	Rev. P. F. Healy, S. J.	12	64
*Howard University.....	Washington, D. C.	1867	Non-sect.	Wm. W. Patton.	4	18
National Deaf-Mute College.	Washington, D. C.	1864	Non-sect.	E. M. Gallaudet, Ph.D., LL.D.	9	14
*Atlanta University.....	Atlanta, Ga.	1869	Non-sect.	Edmund A. Ware, A.M.	5	13
*Clark University.....	Atlanta, Ga.	1872	M. E.	R. E. Bisbee, A. B.	3	—
Emory College.....	Oxford, Ga.	1837	Methodist.	A. G. Haywood, D.D.	9	118
*Gainesville Male and Female College.....	Gainesville, Ga.	1877	Non-sect.	Rev. C. B. La Hatté.	10	73
Mercer University.....	Macon, Ga.	1838	Baptist.	A. J. Battle, D.D.	6	125
Pio Nono College.....	Macon, Ga.	1874	R. C.	Rev. C. P. Gaboury.	11	57
University of Georgia.....	Athens, Ga.	1801	Non-sect.	H'y H. Tucker, D.D., LL. D.	12	89
*Abingdon College.....	Abingdon, Ill.	1855	Disciples.	Clark Braden, A. M.	7	106†
Augustana College.....	Rock Island, Ill.	1860	Lutheran.	T. N. Hasselquist, D.D.	8	44
*Blackburn University.....	Carlinville, Ill.	1859	Presb.	E. L. Hurd, D.D.	9	52
*Carthage College.....	Carthage, Ill.	1873	Lutheran.	Rev. D. L. Tressler, A.M., Ph.D.	8	80
*Eureka College.....	Eureka, Ill.	1855	Christian.	H. W. Everest, A.M.	7	126†
*Ewing College.....	Ewing, Ill.	1874	Non-sect.	Wm. Shelton, D.D.	5	19
*Hedding College.....	Abingdon, Ill.	1854	Methodist.	Rev. J. G. Evans, A.M.	10	54
*Illinois Agricultural Coll.	Irrington, Ill.	1865	—	C. H. French, A. M.	6	41
*Illinois Wesleyan Univ.	Jacksonville, Ill.	1829	Non-sect.	R. C. Crampton, A. M. (acting)	12	69
*Knox College.....	Bloomington, Ill.	1850	Methodist.	W. H. H. Adams, D. D.	17	113
*Lake Forest University.....	Galesburg, Ill.	1841	Presb. & Cong.	Newton Bateman, LL.D.	12	63
*Lincoln University.....	Lake Forest, Ill.	1857	Presb.	Prof. J. H. Hewitt, A. M. (acting)	16	160†
*Lombard University.....	Lincoln, Ill.	1865	Cumb. Presb.	A. J. McGlumphy, D.D.	10	62
*McKendree College.....	Galesburg, Ill.	1866	Univ.	Rev. N. White, Ph.D.	7	26
*Monmouth College.....	Lebanon, Ill.	1828	M. E.	J. W. Locke, D.D.	7	97
*Northwestern College.....	Monmouth, Ill.	1856	U. Presb.	D. A. Wallace, D.D., LL.D.	14	206
*Northwestern University.....	Naperville, Ill.	1861	Evang.	Rev. A. A. Smith, A.M.	11	37
*Rock River University.....	Johnston, Ill.	1855	M. E.	Oliver Marcy, LL.D. (acting)	11	194
St. Ignace College.....	Dixon, Ill.	1875	Non-sect.	M. M. Tooke, D.D.	15	—
St. Joseph's College.....	Chicago, Ill.	1870	R. C.	Rev. J. De Bleick, S.J.	16	66
St. Viateur's College.....	Teutopolis, Ill.	1861	R. C.	Very Rev. P. M. Klosterman, O.S.F.	9	68
*Shurtleff College.....	Kankakee, Ill.	1865	R. C.	Rev. Peter Beaudoin.	15	—
*University of Chicago.....	Upper Alton, Ill.	1827	Baptist.	A. A. Kendrick, D.D.	8	48
*Westfield College.....	Chicago, Ill.	1857	Baptist.	Hon. Alonzo Abernethy.	18	94
*Wheaton College.....	Westfield, Ill.	1865	United Breth.	Samuel B. Allen, D.D.	9	23
*Bedford College.....	Wheaton, Ill.	1858	Cong.	Rev. J. Blanchard.	13	38
*Butler University.....	Bedford, Ind.	1871	Christian.	J. A. Beattie, B.S., C.E.	6	66
*Concordia College.....	Irrington, Ind.	1855	Christian.	O. A. Burgess, LL. D.	11	49
*Earlham College.....	Fort Wayne, Ind.	1839	Evang. Luth.	C. J. Otto Hanser.	8	225†
*Fort Wayne College.....	Richmond, Ind.	1859	Friends.	Jos. Moore, A. M.	10	59
*Franklin College.....	Fort Wayne, Ind.	1846	M. E.	R. D. Robinson, D. D.	8	17
*Hanover College.....	Franklin, Ind.	1871	Baptist.	W. T. Stott, D.D.	6	20
*Hartselle University.....	Hanover, Ind.	1827	Presb.	Geo. C. Heckman, D.D.	10	52
*Indiana Asbury University.....	Hartselle, Ind.	1851	United Breth.	Rev. W. J. Pruner.	6	61
*Indiana University.....	Greencastle, Ind.	1832	M. E.	Alex. Martin, D. D.	13	215
*Moore's Hill College.....	Bloomington, Ind.	1828	Non-sect.	Lemuel Moss, D.D.	15	135
*Ridgeville College.....	Moore's Hill, Ind.	1855	M. E.	Rev. J. P. D. John, A.M.	7	35
St. Meinrad's College.....	Ridgeville, Ind.	1867	Free Will Bapt.	Rev. Samuel D. Bates, A. M.	4	26
*Smithson College.....	St. Meinrad, Ind.	1860	R. C.	Rev. F. B. Gerber.	9	38
*Union Christian College.....	Logansport, Ind.	1872	Univ.	Rev. E. N. John (acting)	8	20
University of Notre Dame.....	Merom, Ind.	1859	Christian.	Rev. Thos. C. Smith, A.M.	8	41
Wabash College.....	Notre Dame, Ind.	1842	R. C.	Rev. Wm. Corby, C.S.C.	43	275†
*Algona College.....	Crawfordsville, Ind.	1830	Presb.	Jos. F. Tuttle, D.D.	12	104
*Amity College.....	Algona, Ia.	1871	M. E.	Rev. Wm. F. Barclay, A. M.	4	108†
*Central University of Iowa.....	College Springs, Ia.	1857	Non-Sect.	Rev. A. T. McDill, A. M.	9	52
*Cornell College.....	Pella, Ia.	1853	Baptist.	L. A. Dunn, D.D.	11	66
*German College.....	Mt. Vernon, Ia.	1857	M. E.	Wm. F. King, D.D.	19	73
*Humboldt College.....	Mt. Pleasant, Ia.	1873	M. E.	Rev. Henry Schurtz.	4	55†
*Iowa College.....	Humboldt, Ia.	1869	Non-sect.	Rev. S. H. Taft.	2	10
*Iowa State University.....	Grinnell, Ia.	1848	Cong.	Geo. F. Magoun, D.D.	16	96
*Iowa Wesleyan University.....	Iowa City, Ia.	1860	Non-Sect.	C. W. Slagle, A.M.	15	166
Norwegian Luther College.....	Mt. Pleasant, Ia.	1855	Methodist.	Rev. W. J. Spaulding, Ph.D.	10	98
*Oskaloosa College.....	Decorah, Ia.	1861	Evang. Lutheran	Rev. Laur Larsen.	8	77
*Parsons College.....	Oskaloosa, Ia.	1860	Christian.	G. T. Carpenter, A.M.	12	26
*Penn College.....	Fairfield, Ia.	1875	Presb.	Rev. John Armstrong, A.M.	6	23
*Simpson Centenary College.....	Oskaloosa, Ia.	1873	Friends.	Wm. B. Morgan, A.M., C.E., p. t.	9	33
Tabor College.....	Indianola, Ia.	1867	M. E.	Alex. Burns, D.D.	16	69
*University of Des Moines.....	Tabor, Ia.	1866	Cong.	Rev. Wm. A. Brooks, A.M.	9	62
*Upper Iowa University.....	Des Moines, Ia.	1866	Baptist.	Fred. Mott.	5	21
*Western College.....	Fayette, Ia.	1866	M. E.	Rev. J. W. Rissel, A.M.	9	30
*Baker University.....	Western, Ia.	1857	United Brethren	Rev. E. B. Kephart, A.M.	13	30
	Baldwin City, Kas.	1857	M. E.	J. Denison, D.D.	8	21

* Both sexes.

† Including inferior grades.

III.—COLLEGES AND UNIVERSITIES IN THE UNITED STATES.—Continued.

NAME.	Location.	Date of Organization.	Religious Denomination.	President or other Chief Officer.	Number of Instructors.	Number of Students of the Coll. Grade.
*Highland University.....	Highland, Kas.....	1858	Presb.....	Robert Cruikshank, D.D.....	5	7
*Lane University.....	Lecompton, Kas.....	1862	United Brethren	N. B. Bartlett.....	4	18
*Ottawa University.....	Ottawa, Kas.....	1862	Baptist.....	Robert Atkinson.....	4	—
St. Benedict's College.....	Atchison, Kas.....	1859	R. C.....	Rt. Rev. I. Wolf, O.S.B.....	5	72†
St. Mary's College.....	St. Mary's, Kas.....	1869	R. C.....	Rev. F. H. Stuntebeck, S. J.....	9	130†
*University of Kansas.....	Lawrence, Kas.....	1863	Non-sect.....	Jas. Marvin, D.D.....	13	99
*Washburn College.....	Topeka, Kas.....	1865	Cong.....	Peter McVicar, D.D.....	4	5
*Berea College.....	Berea, Ky.....	1858	Cong.....	Rev. N. H. Fairchild.....	12	31
Bethel College.....	Russellville, Ky.....	1856	Baptist.....	Leslie Waggener.....	7	82
Cecilian College.....	Cecilian, Ky.....	1860	R. C.....	H'y A. Cecil.....	6	77†
Central University.....	Richmond, Ky.....	1874	South. Presb.....	R. L. Breck, D.D.....	8	118†
Centre College.....	Danville, Ky.....	1823	Presb.....	Ormond Beatty, LL.D.....	8	71
*Concord College.....	New Liberty, Ky.....	1867	Baptist.....	James Rice.....	5	57
*Eminence College.....	Eminence, Ky.....	1857	Christian.....	W. S. Giltner.....	8	148†
Georgetown College.....	Georgetown, Ky.....	1830	Baptist.....	Basil Manly, Jr., D.D., LL.D.....	8	76
*Ghent College.....	Ghent, Ky.....	1866	Non-sect.....	J. S. Blackwell, M.A., Ph.D.....	8	208†
Kentucky Military Institute	Farmdale, Ky.....	1845	Non-sect.....	Col. R. D. Allen, M.A., C.E., M.D.....	6	83†
Kentucky University.....	Lexington, Ky.....	1849	Non-sect.....	John B. Rowman, LL.D.....	9	79
Kentucky Wesleyan Univers.	Millersburg, Ky.....	1866	M. E. S.....	T. J. Todd, D. D.....	5	85
*Murray Institute.....	Murray, Ky.....	1871	Non-sect.....	J. P. Brannock, A.M.....	5	12
St. Joseph's College.....	Bardtown, Ky.....	1819	R. C.....	Rev. E. M. Crane.....	5	92
St. Mary's College.....	St. Mary's, Ky.....	1821	R. C.....	Rev. David Hennessey, C.R.....	10	97
Warren College.....	Bowling Green, Ky.....	1872	M. E. S.....	B. F. Cabell, A.B.....	5	—
Centenary College.....	Jackson, La.....	1825	M. E. S.....	C. G. Andrews, D.D.....	4	12
Jefferson College.....	St. James, La.....	1864	R. C.....	Rev. J. B. Bigot, S.M.....	15	—
*Leland University.....	N. O., La.....	1871	Baptist.....	M. Stone, D.D.....	6	130†
Louisiana State University and.....	Baton Rouge, La. {	1860	Non-sect.....	Col. D. F. Boyd.....	4	113†
Agricultural & Mechanical College.....		1874				
*New Orleans University.....	N. O., La.....	1873	M. E.....	W. D. Godman, D.D.....	7	12
St. Charles College.....	Grand Coteau, La.....	1837	R. C.....	Rev. Robert Ollivier, S.J.....	8	28
*Straight University.....	N. O., La.....	1869	Cong.....	Rev. W. S. Alexander, A.M.....	6	27
*Bates College.....	Lewiston, Me.....	1863	Free Bap.....	O. B. Cheney, D.D.....	7	123
Bowdoin College.....	Brunswick, Me.....	1802	Cong.....	J. I. Chamberlain, LL.D.....	13	138
*Colby University.....	Waterville, Me.....	1818	Baptist.....	H. E. Robins, D.D.....	10	124
Frederick College.....	Frederick, Md.....	1797	Non-sect.....	Thos. A. Gatch, A.M.....	3	115†
Johns Hopkins University.....	Baltimore, Md.....	1876	Non-sect.....	D. C. Gilman, LL. D.....	32	98
Loyola College.....	Baltimore, Md.....	1855	R. C.....	Rev. E. A. McGurk, S. J.....	10	100†
Rock Hill College.....	Ellicott City, Md.....	1848	R. C.....	Brother Bettelm.....	17	112†
St. Charles College.....	Ellicott City, Md.....	1857	R. C.....	Rev. P. F. Denis, S.S.....	12	300†
St. John's College.....	Annapolis, Md.....	1789	Non-sect.....	Jas. M. Garnett, LL. D.....	12	55
Washington College.....	Chestertown, Md.....	1782	Non-sect.....	Wm. J. Rivers, A.M.....	3	29
*Western Maryland College	Westminster, Md.....	1867	Meth. Prot.....	J. T. Ward, D.D.....	12	56
Amherst College.....	Amherst, Mass.....	1821	Cong.....	J. H. Seelye, D.D., LL.D.....	19	328
Boston College.....	Boston, Mass.....	1864	R. C.....	Rev. Robert Fulton, S. J.....	10	50
*Boston University.....	Boston, Mass.....	1873	M. E.....	Wm. F. Warren, S.T.D., LL.D.....	21	116
College of the Holy Cross ..	Worcester, Mass.....	1843	R. C.....	Rev. Jos. B. O'Hagan, S. J.....	12	88
Harvard College.....	Cambridge, Mass.....	1638	Non-sect.....	Chas. W. Eliot, LL. D.....	54	880
†Smith College.....	Northampton, Mass.....	1875	Non-sect.....	L. C. Seelye, D.D.....	15	73
Tufts College.....	College Hill, Mass.....	1866	Univ.....	Elmer H. Capen.....	12	83
†Wellesley College.....	Wellesley, Mass.....	1875	Non-sect.....	Miss Ada L. Howard.....	24	150
Williams College.....	Williamstown, Mass.....	1793	Cong.....	P. A. Chadbourne, D.D., LL.D.....	10	204
*Adrian College.....	Adrian, Mich.....	1859	Meth. Prot.....	G. B. McElroy, D. D.....	10	77
*Albion College.....	Albion, Mich.....	1861	M. E.....	—	17	52
*Battle Creek College.....	Battle Creek, Mich.....	1874	7th Day Advent.....	Jas. White.....	13	297†
*Grand Traverse College.....	Benzonia, Mich.....	1863	Cong.....	—	2	—
Hillsdale College.....	Hillsdale, Mich.....	1855	Free Will Bapt.....	De Witt C. Durgin, D.D.....	16	128
*Hope College.....	Holland, Mich.....	1863	Reformed.....	Philip Phelps, Jr., D.D.....	7	103†
*Kalamazoo College.....	Kalamazoo, Mich.....	1855	Baptist.....	Kendall Brooks, D.D.....	6	36
*Olivet College.....	Olivet, Mich.....	1858	Presb. and Cong.....	H. Q. Butterfield, D.D.....	12	99
*University of Michigan.....	Ann Arbor, Mich.....	1841	Non-sect.....	Jas. B. Angell, LL.D.....	34	569
Augsburg Seminary.....	Minneapolis, Minn.....	1869	Evang. Luth.....	Prof. Georg Sverdrup.....	8	27
*Carleton College.....	Northfield, Minn.....	1867	Cong.....	Jas. W. Strong, D.D.....	10	21
St. John's College.....	St. Joseph, Minn.....	1857	R. C.....	Rev. A. Edelbrock, O.S.B.....	16	99†
*University of Minnesota.....	Minneapolis, Minn.....	1867	Non-sect.....	Wm. W. Folwell, M.M.....	18	107
*Alcorn University.....	Rodney, Miss.....	1871	Non-sect.....	H. R. Revels, D.D.....	5	3
Mississippi College.....	Clinton, Miss.....	1850	Baptist.....	W. S. Webb, A. M.....	6	60
*Shaw University.....	Holly Springs, Miss.....	1870	Methodist.....	Rev. W. W. Hooper, A.M.....	4	15
University of Mississippi.....	Oxford, Miss.....	1848	Non-sect.....	Alex. P. Stewart.....	13	125
*Baptist College.....	Louisiana, Mo.....	1869	Baptist.....	Rev. J. T. Williams, A. M.....	4	67
Central College.....	Fayette, Mo.....	1858	M. E. S.....	J. C. Wills, D.D.....	6	91
*Central Wesleyan College.....	Warrenton, Mo.....	1864	M. E.....	H. A. Koch, D.D.....	8	86
Christian Brothers' College.....	St. Louis, Mo.....	1849	R. C.....	Brother James.....	30	33
*Christian University.....	Canton, Mo.....	1855	Christian.....	W. H. Hopson, A.M., M.D.....	11	82
*Drury College.....	Springfield, Mo.....	1873	Cong.....	N. J. Morrison, D. D.....	11	72
*Grand River College.....	Edinburg, Mo.....	1876	Baptist.....	Jno. E. Vertrees, A.M.....	6	86†

* Both sexes.

† Including interior grades.

‡ Exclusively for females.

III.—COLLEGES AND UNIVERSITIES IN THE UNITED STATES.—Continued.

NAME	Location	Date of Organization	Religious Denomination	President or other Chief Officer	Number of Instructors	Number of Students of the College Grade
*La Grange College	La Grange, Mo.	1866	Baptist	J. F. Cook, LL. D.	7	—
*Lewis College	Glasgow, Mo.	1866	M. E.	Rev. Jas. C. Hall, A.M.	5	—
*Lincoln College	Greenwood, Mo.	1870	United Presb.	Rev. M. M. Brown, A.M.	6	37
St. Louis University	St. Louis, Mo.	1829	R. C.	Rev. L. Bushart, S. J.	21	327†
St. Vincent's College	Cape Girardeau, Mo.	1844	R. C.	Rev. J. W. Hickey, C.M.	12	114†
*Thayer College	Kidder, Mo.	1869	Cong.	Rev. Oliver Brown	6	12
*University of Missouri	Columbia, Mo.	1840	Non-sect.	Sam'l S. Laws, LL.D.	10	302†
*Washington University	St. Louis, Mo.	1859	Non-sect.	Wm. G. Eliot, D.D.	31	74
Westminster College	Fulton, Mo.	1849	South Presb.	M. M. Fisher, D.D.	5	40
William Jewell College	Liberty, Mo.	1849	Baptist	W. R. Rothwell, D.D.	7	183†
*Doane College	Crete, Neb.	1873	Cong.	Rev. D. B. Ferry (acting)	4	19
*University of Nebraska	Lincoln, Neb.	1871	Non-sect.	E. B. Fairfield, D.D., LL.D.	9	75
Dartmouth College	Hanover, N. H.	1770	Non-sect.	S. C. Bartlett, D.D.	13	246
College of New Jersey	Princeton, N. J.	1747	Presb.	Jas. McCosh, D.D., LL.D.	28	451
Rutgers College	New Brunswick, N.J.	1771	Reformed	Wm. H. Campbell, D.D., LL.D.	12	132
Benedict's College	Newark, N. J.	1808	R. C.	Rev. P. Mellius, O.S.B.	5	34
Seton Hall College	South Orange, N. J.	1856	R. C.	Rev. Jas. H. Corrigan, A.M.	8	100
Alfred University	Alfred, N. Y.	1857	7th Day Baptist	Rev. Jonathan Allen	14	116
Albion College	Buffalo, N. Y.	1870	R. C.	Martin Port, S. J.	13	110†
College of the City of New York	New York, N. Y.	1847	Non-sect.	Alex. S. Webb, LL.D.	32	1,220
St. Francis Xavier	New York, N. Y.	1847	R. C.	Rev. H'y Hudson, S.J.	25	371†
Columbia College	New York, N. Y.	1754	P. E.	F. A. P. Farnard, S.T.D., LL.D.	20	227
Cornell University	Ithaca, N. Y.	1868	Non-sect.	Andrew D. White, LL.D.	52	621
Hamilton College	Elmira, N. Y.	1826	Presb.	A. W. Cowles, D.D.	11	50
Hamilton College	Clinton, N. Y.	1812	Presb.	S. G. Brown, D.D., LL.D.	13	162
Robert College	Geneva, N. Y.	1826	P. E.	R. G. Hinsdale, D.D.	9	34
Lehigh University	Le Roy, N. Y.	1867	Presb.	Mrs. E. E. I. Staunton, A.E.	17	47
Madison University	Hamilton, N. Y.	1832	Baptist	E. Dodge, D.D., LL.D.	10	74
Columbia College	New York, N. Y.	1851	Non-sect.	Rev. Brother Anthony	45	546†
Rutgers Female College	New York, N. Y.	1838	Non-sect.	Thos. D. Anderson, D.D.	14	34
St. Bonaventure's College	Allegany, N. Y.	1850	R. C.	Very Rev. Chas. Da Nazzano, O.	30	69
Francis College	Brooklyn, N. Y.	1871	R. C.	Brother Jerome, O.S.F. [S.F.]	12	170†
St. John's College	Brooklyn, N. Y.	1870	R. C.	Rev. P. M. O'Regan, C. M.	9	—
St. John's College	Fordham, N. Y. City	1841	R. C.	Rev. F. W. Gockeln, S. J.	32	77
St. Joseph's College	Buffalo, N. Y.	1861	R. C.	Brother Joachim	16	237†
St. Lawrence University	Canton, N. Y.	1860	Univ.	A. G. Gaines, D.D.	7	57
St. Stephen's College	Annandale, N. Y.	1860	P. E.	R. B. Fairbairn, D.D., LL.D.	8	60
Syracuse University	Syracuse, N. Y.	1872	M. E.	E. O. Haven, D.D., LL.D.	11	161
Union College	Schenectady, N. Y.	1796	Non-sect.	E. N. Potter, D.D.	22	239
University of the City of New York	New York, N. Y.	1830	Non-sect.	Howard Crosby, D.D., LL.D.	16	135
University of Rochester	Rochester, N. Y.	1850	Baptist	Martin B. Anderson, LL.D.	9	153
Vassar College	Poughkeepsie, N. Y.	1864	Non-sect.	J. R. Raymond, LL.D.	28	183
Wells College	Aurora, N. Y.	1868	Non-sect.	Rev. Ed. S. Frisbee, A.M.	10	31
Hiddle University	Charlotte, N. C.	1867	Presb.	Stephen Mattoon, D.D.	6	17
Davidson College	Davidson Coll., N. C.	1837	Presb.	A. D. Hepburn, D. D.	6	85
North Carolina College	Mt. Pleasant, N. C.	1859	Lutheran	L. A. Bikle, D.D.	5	65†
Rutherford College	Happy Home, N. C.	1847	Non-sect.	Rev. R. L. Abernethy	5	200†
Trinity College	Trinity, N. C.	1852	M. E. S.	B. Craven, D.D., LL.D.	5	126†
Univ. of North Carolina	Chapel Hill, N. C.	1775	Non-sect.	K. P. Battle, A.M.	12	112†
Wake Forest College	Wake Forest, N. C.	1832	Baptist	W. M. Wingate, D.D.	6	99†
Weaverville College	Weaverville, N. C.	1874	Non-sect.	Jas. S. Kennedy, D.D.	7	33
Wilson College	Wilson, N. C.	1872	Non-sect.	Sylvester Hassel, A. M.	5	118†
Yadkin College	Yadkin Coll., N. C.	1856	Non-sect.	S. Simpson, A.M.	3	40†
Antioch College	Yellow Springs, O.	1853	Non-sect.	Samuel C. Derby, A. M.	7	28
Baldwin University	Berea, O.	1856	M. E.	Aaron Schuyler, LL.D.	8	62
Buchtel College	Akron, O.	1872	Non-sect.	S. H. McClester, D.D.	11	54
Capital University	Columbus, O.	1850	Evang. Luth.	Rev. W. F. Lehmann	6	30
Denison University	Granville, O.	1831	Baptist	Rev. E. B. Andrews, A.M.	10	68
Farmers' College	College Hill, O.	1852	Non-sect.	John B. Smith, A.B.	10	82†
Geneva College	West Geneva, O.	1849	Ref. Presb.	H. H. George, D.D.	7	44
German Wallace College	Berea, O.	1864	M. E.	Wm. Nast, D.D.	9	80†
Hebrew Union College	Cincinnati, O.	1875	Jewish	Isaac M. Wise	3	—
Heidelberg College	Tiffin, O.	1850	Reformed	Geo. W. Willard, D.D.	6	88
Hiram College	Hiram, O.	1867	Disciples	B. A. Hinsdale, A. M.	7	21
Kenyon College	Gambier, O.	1826	P. E.	Rev. Wm. B. Bodine, A.M.	6	43
Marietta College	Marietta, O.	1845	Non-sect.	J. W. Andrews, D.D., LL.D.	8	75
*McCorkle College	Sago, O.	1873	Assoc. Presb.	Rev. W. Ballantine, A.M.	2	16†
*Miami Valley College	Springboro, O.	1871	Friends	A. Wright, M.D.	13	—
*Mt. Union College	Mt. Union, O.	1843	Non-sect.	O. N. Hartshorn, LL.D.	18	290
*Muskingum College	New Concord, O.	1837	Non-sect.	David Paul, D.D.	5	30
*Oberlin College	Oberlin, O.	1833	Cong.	Jas. H. Fairchild, D.D.	25	335
*Ohio Central College	Iberia, O.	1855	Non-sect.	Wm. MacLaren, D.D.	6	100†
*Ohio University	Athens, O.	1845	Non-sect.	Wm. H. Scott	6	43
Ohio Wesleyan University	Delaware, O.	1844	M. E.	Chas. H. Payne, D.D., LL.D.	9	150
*One Study Univ. (Scio Coll.)	Scio, O.	1859	M. E.	Rev. E. Ellisor, A.M.	4	93

* Both sexes.

† Including inferior grades.

‡ Exclusively for females.

III. — COLLEGES AND UNIVERSITIES IN THE UNITED STATES. — *Continued.*

NAME.	Location.	Date of Organization.	Religious Denomination.	President or other Chief Officer.	Number of Instructors.	Number of Students of the Coll. Grade.
*Highland University.....	Highland, Kas.....	1858	Presb.....	Robert Cruikshank, D.D.....	5	7
*Lane University.....	Lecompton, Kas.....	1862	United Brethren	N. B. Bartlett.....	4	18
*Ottawa University.....	Ottawa, Kas.....	1862	Baptist.....	Robert Atkinson.....	4	—
St. Benedict's College.....	Atchison, Kas.....	1859	R. C.....	Rt. Rev. I. Wolf, O.S.B.....	5	72†
St. Mary's College.....	St. Mary's, Kas.....	1869	R. C.....	Rev. F. H. Stuntebeck, S. J.....	9	130†
*University of Kansas.....	Lawrence, Kas.....	1863	Non-sect.....	Jas. Marvin, D.D.....	13	99
*Washburn College.....	Topeka, Kas.....	1865	Cong.....	Peter McVicar, D.D.....	4	5
*Berea College.....	Berea, Ky.....	1858	Cong.....	Rev. N. H. Fairchild.....	12	31
Bethel College.....	Russellville, Ky.....	1856	Baptist.....	Leslie Waggener.....	7	82
Cecilian College.....	Cecilian, Ky.....	1860	R. C.....	H'y A. Cecil.....	6	77†
Central University.....	Richmond, Ky.....	1874	South. Presb.....	R. L. Breck, D.D.....	8	118†
Centre College.....	Danville, Ky.....	1823	Presb.....	Ormond Beatty, LL.D.....	8	71
*Concord College.....	New Liberty, Ky.....	1867	Baptist.....	James Rice.....	5	57
*Eminence College.....	Eminence, Ky.....	1857	Christian.....	W. S. Giltner.....	8	148†
Georgetown College.....	Georgetown, Ky.....	1830	Baptist.....	Basil Manly, Jr., D.D., LL.D.....	8	76
*Ghent College.....	Ghent, Ky.....	1866	Non-sect.....	J. S. Blackwell, M.A., Ph.D.....	8	208†
Kentucky Military Institute	Farmdale, Ky.....	1845	Non-sect.....	Col. R. D. Allen, M.A., C.E., M.D.....	6	53†
Kentucky University.....	Lexington, Ky.....	1849	Non-sect.....	John B. Rowman, LL.D.....	9	79
Kentucky Wesleyan Univers.	Millersburg, Ky.....	1866	M. E. S.....	T. J. Todd, D.D.....	5	85
*Murray Institute.....	Murray, Ky.....	1871	Non-sect.....	J. P. Brannock, A.M.....	5	12
St. Joseph's College.....	Bardstown, Ky.....	1819	R. C.....	Rev. E. M. Crane.....	5	92
St. Mary's College.....	St. Mary's, Ky.....	1821	R. C.....	Rev. David Hennessey, C.R.....	10	97
Warren College.....	Bowling Green, Ky.....	1872	M. E. S.....	B. F. Cabell, A.B.....	5	—
Centenary College.....	Jackson, La.....	1825	M. E. S.....	C. G. Andrews, D.D.....	4	12
Jefferson College.....	St. James, La.....	1864	R. C.....	Rev. J. B. Bigot, S.M.....	15	—
*Leland University.....	N. O., La.....	1871	Baptist.....	M. Stone, D.D.....	6	130†
Louisiana State University and	Baton Rouge, La. {	1860	{ Non-sect.....	Col. D. F. Boyd.....	4	113†
Agricultural & Mechanical College.....		1874				
*New Orleans University.....	N. O., La.....	1873	M. E.....	W. D. Godman, D.D.....	7	12
St. Charles College.....	Grand Coteau, La.....	1837	R. C.....	Rev. Robert Ollivier, S.J.....	8	28
*Straight University.....	N. O., La.....	1869	Cong.....	Rev. W. S. Alexander, A.M.....	6	27
*Bates College.....	Lewiston, Me.....	1863	Free Bap.....	O. B. Cheney, D.D.....	7	123
Bowdoin College.....	Brunswick, Me.....	1802	Cong.....	J. L. Chamberlain, LL.D.....	13	138
*Colby University.....	Waterville, Me.....	1818	Baptist.....	H. E. Robins, D.D.....	10	124
Frederick College.....	Frederick, Md.....	1797	Non-sect.....	Thos. A. Gatch, A.M.....	3	115†
Johns Hopkins University.....	Baltimore, Md.....	1876	Non-sect.....	D. C. Gilman, LL. D.....	32	98
Loyola College.....	Baltimore, Md.....	1855	R. C.....	Rev. E. A. McGurk, S. J.....	10	100†
Rock Hill College.....	Ellicott City, Md.....	1857	R. C.....	Brother Bettelin.....	17	112†
St. Charles College.....	Ellicott City, Md.....	1848	R. C.....	Rev. P. P. Denis, S.S.....	12	200†
St. John's College.....	Annapolis, Md.....	1789	Non-sect.....	Jas. M. Garnett, LL. D.....	12	55
Washington College.....	Chestertown, Md.....	1782	Non-sect.....	Wm. J. Rivers, A.M.....	3	29
*Western Maryland College	Westminster, Md.....	1867	Meth. Prot.....	J. T. Ward, D.D.....	12	56
Amherst College.....	Amherst, Mass.....	1821	Cong.....	J. H. Seelye, D.D., LL.D.....	19	328
Boston College.....	Boston, Mass.....	1864	R. C.....	Rev. Robert Fulton, S. J.....	10	50
*Boston University.....	Boston, Mass.....	1873	M. E.....	Wm. F. Warren, S.T.D., LL.D.....	21	116
College of the Holy Cross.....	Worcester, Mass.....	1843	R. C.....	Rev. Jos. B. O'Hagan, S. J.....	12	88
Harvard College.....	Cambridge, Mass.....	1638	Non-sect.....	Chas. W. Eliot, LL. D.....	64	890
†Smith College.....	Northampton, Mass.....	1875	Non-sect.....	L. C. Seelye, D.D.....	15	73
Tufts College.....	College Hill, Mass.....	1856	Univ.....	Elmer H. Capen.....	12	83
†Wellesley College.....	Wellesley, Mass.....	1875	Non-sect.....	Miss Ada L. Howard.....	24	150
Williams College.....	Williamstown, Mass.....	1793	Cong.....	P. A. Chadbourne, D.D., LL.D.....	10	204
*Adrian College.....	Adrian, Mich.....	1859	Meth. Prot.....	G. B. McElroy, D. D.....	10	77
*Albion College.....	Albion, Mich.....	1861	M. E.....	17	52
*Battle Creek College.....	Battle Creek, Mich.....	1874	7th Day Advent.	Jas. White.....	13	297†
*Grand Traverse College.....	Benzonia, Mich.....	1863	Cong.....	2	—
*Hillsdale College.....	Hillsdale, Mich.....	1855	Free Will Bapt.	De Witt C. Durgin, D.D.....	16	128
*Hope College.....	Holland, Mich.....	1863	Reformed.....	Philip Phelps, Jr., D.D.....	7	103†
*Kalamazoo College.....	Kalamazoo, Mich.....	1855	Baptist.....	Kendall Brooks, D.D.....	6	36
*Olivet College.....	Olivet, Mich.....	1858	Presb. and Cong.	H. Q. Butterfield, D.D.....	12	99
*University of Michigan.....	Ann Arbor, Mich.....	1841	Non-sect.....	Jas. B. Angell, LL.D.....	34	369
Augsburg Seminary.....	Minneapolis, Minn.....	1869	Evang. Luth.....	Prof. Georg Sverdrup.....	8	27
*Carleton College.....	Northfield, Minn.....	1867	Cong.....	Jas. W. Strong, D.D.....	10	21
St. John's College.....	St. Joseph, Minn.....	1857	R. C.....	Rev. A. Edelbrock, O.S.B.....	16	92†
*University of Minnesota.....	Minneapolis, Minn.....	1867	Non-sect.....	Wm. W. Folwell, M.M.....	18	107
*Alcorn University.....	Rodney, Miss.....	1871	Non-sect.....	H. R. Revels, D.D.....	5	3
Mississippi College.....	Clinton, Miss.....	1850	Baptist.....	W. S. Webb, A. M.....	6	60
*Shaw University.....	Holly Springs, Miss.....	1870	Methodist.....	Rev. W. W. Hooper, A.M.....	4	15
University of Mississippi.....	Oxford, Miss.....	1848	Non-sect.....	Alex. P. Stewart.....	13	125†
*Baptist College.....	Louisiana, Mo.....	1869	Baptist.....	Rev. J. T. Williams, A. M.....	4	67†
Central College.....	Fayette, Mo.....	1858	M. E. S.....	J. C. Wills, D.D.....	6	91
*Central Wesleyan College.....	Warrenton, Mo.....	1864	M. E.....	H. A. Koch, D.D.....	8	86
Christian Brothers' College.....	St. Louis, Mo.....	1849	R. C.....	Brother James.....	30	33
*Christian University.....	Canton, Mo.....	1855	Christian.....	W. H. Hopson, A.M., M.D.....	11	82
*Drury College.....	Springfield, Mo.....	1873	Cong.....	N. J. Morrison, D.D.....	11	72
*Grand River College.....	Edinburg, Mo.....	1876	Baptist.....	Jno. E. Vertrees, A.M.....	5	86†

* Both sexes.

† Including inferior grades.

‡ Exclusively for females.

III.—COLLEGES AND UNIVERSITIES IN THE UNITED STATES.—Continued.

NAME.	Location.	Date of Organization.	Religious Denomination.	President or other Chief Officer.	Number of Instructors.	Number of Students of the Collegiate Grade.
*La Grange College.....	La Grange, Mo.....	1866	Baptist.....	J. F. Cook, LL.D.....	7	—
*Lewis College.....	Glasgow, Mo.....	1866	M. E.....	Rev. Jas. C. Hall, A.M.....	5	—
*Lincoln College.....	Greenwood, Mo.....	1870	United Presb.....	Rev. M. M. Brown, A.M.....	6	37
St. Louis University.....	St. Louis, Mo.....	1829	R. C.....	Rev. L. Bushart, S. J.....	21	327†
St. Vincent's College.....	Cape Girardeau, Mo.....	1844	R. C.....	Rev. J. W. Hickey, C.M.....	12	114†
*Thayer College.....	Kidder, Mo.....	1869	Cong.....	Rev. Oliver Brown.....	6	12
*University of Missouri.....	Columbia, Mo.....	1840	Non-sect.....	Sam'l S. Laws, LL.D.....	10	302†
*Washington University.....	St. Louis, Mo.....	1856	Non-sect.....	Wm. G. Eliot, D.D.....	21	74
Westminster College.....	Fulton, Mo.....	1849	South Presb.....	M. M. Fisher, D.D.....	5	40
William Jewell College.....	Liberty, Mo.....	1849	Baptist.....	W. R. Rothwell, D.D.....	7	183†
*Doane College.....	Crete, Neb.....	1873	Cong.....	Rev. D. B. Perry (acting).....	4	19
*University of Nebraska.....	Lincoln, Neb.....	1871	Non-sect.....	E. B. Fairfield, D.D., LL.D.....	9	75
Dartmouth College.....	Hanover, N. H.....	1770	Non-sect.....	S. C. Bartlett, D.D.....	13	246
College of New Jersey.....	Princeton, N. J.....	1747	Presb.....	Jas. McCosh, D.D., LL.D.....	28	451
Rutgers University.....	New Brunswick, N.J.....	1771	Reformed.....	Wm. H. Campbell, D.D., LL.D.....	12	132
St. Benedict's College.....	Newark, N. J.....	1868	R. C.....	Rev. P. Mellius, O.S.B.....	6	34
Rein Hall College.....	South Orange, N. J.....	1856	R. C.....	Rev. Jas. H. Corrigan, A.M.....	8	100
*Alfred University.....	Alfred, N. Y.....	1857	7th Day Baptist.....	Rev. Jonathan Allen.....	14	116
Cornell College.....	Buffalo, N. Y.....	1870	R. C.....	Martin Fort, S. J.....	13	110†
College of the City of New York.....	New York, N. Y.....	1847	Non-sect.....	Alex. S. Webb, LL.D.....	32	1,229
Coll. of St. Francis Xavier.....	New York, N. Y.....	1847	R. C.....	Rev. H'y Hudson, S.J.....	25	371†
Columbia College.....	New York, N. Y.....	1754	P. E.....	F. A. P. Barnard, S.T.D., LL.D.....	20	227
*Cornell University.....	Ithaca, N. Y.....	1868	Non-sect.....	Andrew D. White, LL.D.....	52	821
*Elmira Female College.....	Elmira, N. Y.....	1835	Presb.....	A. W. Cowles, D.D.....	11	50
Hamilton College.....	Clinton, N. Y.....	1812	Presb.....	S. G. Brown, D.D., LL.D.....	13	162
Hobart College.....	Geneva, N. Y.....	1825	P. E.....	R. G. Hinsdale, D.D.....	9	34
Hugham University.....	Le Roy, N. Y.....	1837	Presb.....	Mrs. E. E. I. Staunton, A.E.....	17	47
Madison University.....	Hamilton, N. Y.....	1832	Baptist.....	E. Dodge, D.D., LL.D.....	10	74
Manhattan College.....	New York, N. Y.....	1851	Non-sect.....	Rev. Brother Anthony.....	45	546†
*Rutgers Female College.....	New York, N. Y.....	1838	Non-sect.....	Thos. D. Anderson, D.D.....	14	34
St. Bonaventure's College.....	Allegany, N. Y.....	1839	R. C.....	Very Rev. Chas. Da Nazzano, O. S.F.....	30	69
St. Francis College.....	Brooklyn, N. Y.....	1871	R. C.....	Brother Jerome, O. S.F.....	12	170†
St. John's College.....	Brooklyn, N. Y.....	1870	R. C.....	Rev. P. M. O'Regan, C. M.....	9	—
St. John's College.....	Fordham, N. Y. City.....	1841	R. C.....	Rev. F. W. Gockeln, S. J.....	32	77
St. Joseph's College.....	Buffalo, N. Y.....	1861	R. C.....	Brother Joachim.....	16	237†
*St. Lawrence University.....	Canton, N. Y.....	1836	Univ.....	A. G. Gaines, D.D.....	7	67
*St. Stephen's College.....	Annandale, N. Y.....	1860	P. E.....	R. B. Fairbairn, D.D., LL.D.....	8	60
*Syracuse University.....	Syracuse, N. Y.....	1872	M. E.....	E. O. Haven, D.D., LL.D.....	11	151
Union College.....	Schenectady, N. Y.....	1795	Non-sect.....	E. N. Potter, D.D.....	22	239
*University of the City of New York.....	New York, N. Y.....	1830	Non-sect.....	Howard Crosby, D.D., LL.D.....	16	135
University of Rochester.....	Rochester, N. Y.....	1850	Baptist.....	Martin B. Anderson, LL.D.....	9	153
*Wesley College.....	Poughkeepsie, N. Y.....	1864	Non-sect.....	J. R. Raymond, LL.D.....	28	183
*Wells College.....	Aurora, N. Y.....	1868	Non-sect.....	Rev. Ed. S. Frisbee, A.M.....	10	31
Wells University.....	Charlotte, N. C.....	1867	Presb.....	Stephen Mattoon, D.D.....	6	17
Davidson College.....	Davidson Coll., N.C.....	1837	Presb.....	A. D. Hepburn, D. D.....	6	85
North Carolina College.....	Mt. Pleasant, N. C.....	1859	Lutheran.....	L. A. Bikle, D.D.....	5	65†
*Rutherford College.....	Happy Home, N. C.....	1847	Non-sect.....	Rev. R. L. Abernethy.....	5	200†
Trinity College.....	Trinity, N. C.....	1852	M. E. S.....	B. Craven, D.D., LL.D.....	5	126†
Univers. of North Carolina.....	Chapel Hill, N. C.....	1795	Non-sect.....	K. P. Battle, A.M.....	12	112†
Wake Forest College.....	Wake Forest, N. C.....	1832	Baptist.....	W. M. Wingate, D. D.....	6	99†
*Weaverville College.....	Weaverville, N. C.....	1874	Non-sect.....	Jas. S. Kennedy, D.D.....	7	33
*Wilson College.....	Wilson, N. C.....	1872	Non-sect.....	Sylvester Hassel, A. M.....	6	118†
Yadkin College.....	Yadkin Coll., N. C.....	1856	Non-sect.....	S. Simpson, A.M.....	3	40†
*Antioch College.....	Yellow Springs, O.....	1853	Non-sect.....	Samuel C. Derby, A. M.....	7	28
*Baldwin University.....	Berea, O.....	1856	M. E.....	Aaron Schuyler, LL.D.....	8	62
*Buechel College.....	Akron, O.....	1872	Non-sect.....	S. H. McClester, D.D.....	11	54
Capital University.....	Columbus, O.....	1850	Evang. Luth.....	Rev. W. F. Lehmann.....	6	30
Denison University.....	Granville, O.....	1831	Baptist.....	Rev. E. B. Andrews, A.M.....	10	68
*Farmers' College.....	College Hill, O.....	1852	Non-sect.....	John B. Smith, A.B.....	10	82†
*Geneva College.....	West Geneva, O.....	1849	Ref. Presb.....	H. H. George, D.D.....	7	44
*German Wallace College.....	Beres, O.....	1864	M. E.....	Wm. Nast, D.D.....	9	80†
*Hebrew Union College.....	Cincinnati, O.....	1875	Jewish.....	Isaac M. Wise.....	3	—
*Haskell College.....	Tiffin, O.....	1850	Reformed.....	Geo. W. Willard, D.D.....	6	88
*Hiram College.....	Hiram, O.....	1867	Disciples.....	B. A. Hinsdale, A. M.....	7	21
*Kenyon College.....	Gambier, O.....	1825	P. E.....	Rev. Wm. B. Bodine, A.M.....	6	43
*Marietta College.....	Marietta, O.....	1845	Non-sect.....	J. W. Andrews, D.D., LL.D.....	8	75
*McCord College.....	Sago, O.....	1873	Assoc. Presb.....	Rev. W. Ballantine, A.M.....	2	16†
*Miami Valley College.....	Springboro, O.....	1871	Friends.....	A. Wright, M.D.....	13	—
*Mt. Union College.....	Mt. Union, O.....	1843	Non-sect.....	O. N. Hartshorn, LL.D.....	18	290
*Muskingum College.....	New Concord, O.....	1837	Non-sect.....	David Paul, D.D.....	5	30
*Oberlin College.....	Oberlin, O.....	1833	Cong.....	Jas. H. Fairchild, D.D.....	25	335
*Ohio Central College.....	Iberia, O.....	1855	Non-sect.....	Wm. Maclaren, D.D.....	6	100†
*Ohio University.....	Athens, O.....	1845	Non-sect.....	Wm. H. Scott.....	6	43
Ohio Wesleyan University.....	Delaware, O.....	1844	M. E.....	Chas. H. Payne, D.D., LL.D.....	9	150
*Oneida Univ. (Sci. Coll.).....	Sci. O.....	1859	M. E.....	Rev. E. Ellisor, A.M.....	4	93

* Both sexes.

† Including inferior grades.

‡ Exclusively for females.

III.—COLLEGES AND UNIVERSITIES IN THE UNITED STATES.—Continued.

NAME	Location.	Date of Organization.	Religious Denomination.	President or other Chief Officer.	Number of Instructors	Number of Students of the College Grade.
*Otterbein University.....	Westerville, O.....	1847	Unit. Breth.....	H. A. Thompson, D.D.....	11	68
St. Xavier College.....	Cincinnati, O.....	1831	R. C.....	Rev. Ed. A. Higgins, S.J.....	15	61
*University of Cincinnati.....	Cincinnati, O.....	1873	Non-sect.....	Thomas Vickers.....	11	92
*University of Wooster.....	Wooster, O.....	1870	Presb.....	A. A. E. Taylor, D.D.....	15	165
Urbana University.....	Urbana, O.....	1850	Swedenborgian.....	Rev. Frank Sewall, A.M.....	5	41†
*Western Reserve College.....	Hudson, O.....	1826	Non-sect.....	Carroll Cutler, D.D.....	12	72
*Wilberforce University.....	Xenia, O.....	1863	Af. M. E.....	Rev. B. F. Lee.....	6	135†
*Willoughby College.....	Willoughby, O.....	1858	Methodist.....	W. W. Gist, A.M.....	9	24
*Wilmington College.....	Wilmington, O.....	1870	Friends.....	Benj. Trueblood, A.M.....	4	15
*Wittenberg College.....	Springfield, O.....	1845	Evang. Luth.....	J. B. Helwig, D.D.....	8	84
*Xenia College.....	Xenia, O.....	1850	M. E.....	Wm. Smith, A.M.....	11	71
*Christian College.....	Monmouth, Or.....	1896	Christian.....	T. F. Campbell, A.M.....	7	44
*Corvallis College.....	Corvallis, Or.....	1868	M. E. S.....	B. L. Arnold.....	6	—
*McMinnville College.....	McMinnville, Or.....	1899	Baptist.....	J. E. Magers.....	4	—
*Pacific University.....	Forest Grove, Or.....	1854	Evang.....	S. H. Marsh, D. D.....	7	6
*Philomath College.....	Philomath, Or.....	1865	Unit. Breth.....	Wayne S. Walker.....	6	49
*University of Oregon.....	Eugene City, Or.....	1876	Non-sect.....	John W. Johnson.....	5	85
*Willamette University.....	Salem, Or.....	1854	M. E.....	T. M. Gatch, A.M., Ph.D.....	8	64
*Allegheny College.....	Meadville, Pa.....	1817	M. E.....	L. H. Bugbee, D.D.....	11	71
Dickinson College.....	Carlisle, Pa.....	1783	M. E.....	Jas. A. McCauley, D. D.....	6	49
Franklin and Marshall Coll.....	Lancaster, Pa.....	1853	Reformed.....	Thos. G. Apple, D. D. (acting).....	8	66
Haverford College.....	Haverford Coll., Pa.....	1832	Friends.....	Thos. Chase, A.M.....	7	42
Lafayette College.....	Easton, Pa.....	1826	Presb.....	Wm. C. Cattell, D.D.....	24	270
La Salle College.....	Philadelphia, Pa.....	1867	R. C.....	Brother Joachim.....	22	110
*Lebanon Valley College.....	Annville, Pa.....	1866	Unit. Breth.....	Rev. D. D. De Long, A.M.....	7	47
Lehigh University.....	South Bethlehem, Pa.....	1865	P. E.....	John M. Leavitt, D.D.....	14	81
Lincoln University.....	Lincoln Univ., Pa.....	1856	Presb.....	Isaac N. Rendall, F.D.....	9	43
Mercersburg College.....	Mercersburg, Pa.....	1865	Reformed.....	E. E. Higbee, D.D.....	6	46
*Monongahela College.....	Jefferson, Pa.....	1868	Baptist.....	Rev. H. K. Craig.....	6	9
Muhlenberg College.....	Allentown, Pa.....	1867	Lutheran.....	F. A. Muhlenberg, D.D.....	8	48
*New Castle College.....	New Castle, Pa.....	1872	Non-sect.....	John R. Steeves, A.B.....	14	110
*Palatinate College.....	Myerstown, Pa.....	1868	Reformed.....	G. W. Aughinbaugh, D.D.....	9	15
Pennsylvania College.....	Gettysburg, Pa.....	1832	Evang. Luth.....	M. Valentine, D.D.....	12	79
Pennsylvania Military Acad.....	Chester, Pa.....	1862	Non-sect.....	Col. Theod. Hyatt, M. A.....	10	106†
St. Francis' College.....	Loretto, Pa.....	1849	R. C.....	Rev. D. J. Devlin.....	14	—
St. Joseph's College.....	Philadelphia, Pa.....	1851	R. C.....	Rev. B. Villiger, S.J.....	13	166
St. Vincent's College.....	Beatty's, Pa.....	1846	R. C.....	Rt. Rev. Boniface Wimmer, O.S.B.....	34	215†
*Swarthmore College.....	Swarthmore, Pa.....	1889	Friends.....	Ed. H. Magill, A.M.....	18	105
*Thiel College.....	Greenville, Pa.....	1870	Evang. Luth.....	Rev. H. W. Roth, A.M.....	8	21
University at Lewisburg.....	Lewisburg, Pa.....	1847	Baptist.....	Rev. J. R. Loomis, LL.D.....	9	66
University of Pennsylvania.....	Philadelphia, Pa.....	1748	Non-sect.....	C. J. Stillé, LL.D.....	13	134
Ursinus College.....	Freeland, Pa.....	1870	Ref. Ger.....	J. H. A. Bomberger, D.D.....	10	41
Villanova College.....	Villanova, Pa.....	1842	R. C.....	Very Rev. T. C. Middleton, D.D.....	15	65†
Washington & Jefferson Coll.....	Washington, Pa.....	1802	Presb.....	Geo. P. Hays, D.D..... [O.S.A.]	8	135
*Waynesburg College.....	Waynesburg, Pa.....	1850	Cumb. Presb.....	A. B. Miller, D.D.....	12	100
Western Un. of Pennsylvania.....	Pittsburgh, Pa.....	1822	Non-sect.....	Geo. Woods, LL.D.....	16	95
*Westminster College.....	New Wilmington, Pa.....	1852	Unit. Presb.....	E. T. Jeffers, D.D.....	12	186†
Brown University.....	Providence, R. I.....	1765	Baptist.....	E. G. Robinson, D.D., LL.D.....	16	237
College of Charleston.....	Charleston, S. C.....	1789	Non-sect.....	N. R. Middleton, LL.D.....	6	36
Erskine College.....	Due West, S. C.....	1839	Assoc. Ref. Presb.....	W. M. Grier, D.D.....	5	44
Furman University.....	Greenville, S. C.....	1851	Baptist.....	Jas. C. Furman, D.D.....	5	73
Newberry College.....	Walhalla, S. C.....	1858	Lutheran.....	J. P. Smeltzer, D.D.....	6	35
University of South Carolina.....	Columbia, S. C.....	1805	Non-sect.....	A. W. Cummings, D.D.....	13	89
Wofford College.....	Spartanburg, S. C.....	1854	M. E. S.....	Jas. H. Carlisle, LL.D.....	7	70
*Beech Grove College.....	Beech Grove, Tenn.....	1868	Non-sect.....	J. M. Carlisle, Jr., A. B.....	6	141†
*Bethel College.....	McKenzie, Tenn.....	1847	Cumb. Presb.....	Rev. W. W. Hendrix.....	6	111†
*Central Tennessee College.....	Nashville, Tenn.....	1866	M. E.....	J. Braden, D. D.....	8	280†
Christian Brothers' College.....	Memphis, Tenn.....	1871	R. C.....	Brother Maurelian.....	11	61
*Chamberland University.....	Lebanon, Tenn.....	1842	Cumb. Presb.....	Nathan Green, A.M., LL.B.....	10	58
East Tennessee University.....	Knoxville, Tenn.....	1808	Non-sect.....	Thos. W. Humes, S.T.D.....	17	93
*East Tenn. Wesleyan Univ.....	Athens, Tenn.....	1867	M. E.....	Rev. J. F. Spence.....	8	205†
*Fisk University.....	Nashville, Tenn.....	1867	Non-sect.....	Rev. E. M. Cravath, M.A.....	13	15
*Greeneville and Tusculum College.....	Tusculum, Tenn.....	1794	Non-sect.....	W. S. Doak, D.D.....	8	21
*Henderson Masonic Male and Female Institute.....	Henderson, Tenn.....	1872	Non-sect.....	G. M. Savage.....	9	160†
Hiwassee College.....	Hiwassee Coll., Tenn.....	1849	M. E. S.....	J. H. Brunner, D.D.....	4	145†
King College.....	Bristol, Tenn.....	1868	Presb.....	Rev. J. Tadlock.....	5	—
*McKenzie College.....	McKenzie, Tenn.....	1868	Non-sect.....	E. H. Randle, A.M.....	6	63
*Manchester College.....	Manchester, Tenn.....	1865	Non-sect.....	J. N. Jones.....	3	35
*Maryville College.....	Maryville, Tenn.....	1819	Presb.....	P. M. Bartlett, D.D.....	8	21
*Mosheim Male and Female Institute.....	Mosheim, Tenn.....	1869	Lutheran.....	Rev. Jas. M. Wagner, A.M.....	4	30
Mossy Creek Baptist College.....	Mossy Creek, Tenn.....	1850	Baptist.....	N. B. Goforth, D.D.....	5	40
*Neophogen Male and Female College.....	Gallatin, Tenn.....	1873	Non-sect.....	John M. Walton, LL.D.....	12	283†
Southwestern Baptist Univ.....	Jackson, Tenn.....	1874	Baptist.....	Geo. W. Jarman, A.M.....	9	79

* Both sexes.

† Including inferior grades.

III.—COLLEGES AND UNIVERSITIES IN THE UNITED STATES.—Continued.

NAME	Location.	Date of Organization.	Religious Denomination.	President or other Chief Officer.	Number of Instructors.	Number of Students of the Collegiate Grade.
Southwestern Presbyt. Univ.	Clarksville, Tenn.	1874	Presb.	J. B. Shearer, D.D.	7	105†
University of the South	Sewanee, Tenn.	1868	P. E.	Gen. J. Gorgas	9	128
Vanderbilt University	Nashville, Tenn.	1875	M. E. S.	L. C. Garland, LL. D.	13	187
*Woodbury College	Woodbury, Tenn.	1869	Non-sect.	A. P. Seltz	2	—
Baylor University	Independence, Tex.	1845	Baptist	Wm. C. Crane, D.D., LL.D.	6	91†
*Gualupe College	Seguin, Tex.	—	R. C.	A. G. Rivas, S.J.	—	—
*Henderson Male and Female College	Henderson, Tex.	1873	Non-sect.	O. H. Cooper	9	—
St. Joseph's College	Brownsville, Tex.	1865	R. C.	Rev. P. F. Parisot, O.M.T.	10	70
*Salado College	Salado, Tex.	1860	Non-sect.	O. H. McOmber, M. A.	10	20
Southwestern University	Georgetown, Tex.	1840	M. E. S.	F. A. Mood, D.D.	6	79
Texas Military Institute	Austin, Tex.	1868	Non-sect.	Col. John G. James	6	100
*Trinity University	Tehuacana, Tex.	1870	Cumb. Presb.	B. W. McDonnold, D.D.	14	312†
University of St. Mary	Galveston, Tex.	1855	R. C.	Rev. Jos. C. Carrier, C.S.C.	9	—
*Waco University	Waco, Tex.	1861	Baptist	R. C. Burleson, D.D.	12	184
*Wiley University	Marshall, Tex.	1871	M. E.	Rev. W. H. Davis, A. B.	2	111†
Middlebury College	Middlebury, Vt.	1800	Cong.	C. B. Hulbert, D.D.	9	52
Norwich University	Northfield, Vt.	1834	P. E.	Capt. Chas. A. Curtis, A.M.	8	53
*University of Vermont	Burlington, Vt.	1800	Non-sect.	M. H. Buckham, D.D.	12	94
College of William and Mary	Williamsburg, Va.	1660	Non-sect.	Benj. S. Ewell, LL.D.	7	30
Emory and Henry College	Emory, Va.	1838	M. E. S.	E. E. Wiley, D.D.	7	113
Hampden Sidney College	Hampden Sidney, Va.	1775	Presb.	J. M. P. Atkinson, D.D.	5	85
Randolph Macon College	Ashland, Va.	1834	M. E. S.	Jas. A. Duncan, D.D.	8	132
Richmond College	Richmond, Va.	1846	Baptist	B. Puryear, A.M.	7	150
Rosnoke College	Salem, Va.	1855	Lutheran	T. W. Dosh, D.D.	8	115
Univ. of Virginia	Univ. of Virginia, Va.	1825	Non-sect.	Jas. F. Harrison, M.D.	11	213
Washington and Lee Univ.	Lexington, Va.	1749	Non-sect.	Gen. G. W. C. Lee	11	114
Bethany College	Bethany, W. Va.	1841	Christian	W. K. Pendleton, LL. D.	6	105
*West Virginia College	Flemington, W. Va.	1868	Free Will Bapt.	Rev. W. Colegrove, A.M.	7	4
West Virginia University	Morgantown, W. Va.	1867	Non-sect.	J. W. Scott, D.D., LL.D. (acting)	12	37
Reid College	Reid, Wis.	1847	Cong. & Presb.	A. L. Chapin, D.D.	11	69
*Galesville University	Galesville, Wis.	1859	M. E.	H. Gilliland, D.D.	4	26
*Lawrence University	Appleton, Wis.	1853	M. E.	Geo. M. Steele, D.D.	8	91
*Milton College	Milton, Wis.	1867	7th Day Bapt.	Rev. Wm. C. Whitford, A.M.	9	67
*Northwestern University	Watertown, Wis.	1865	Lutheran	Rev. A. F. Ernst, A.M.	9	49
Pio Nono College	St. Francis Station, Wis.	1871	B. C.	Rev. Th. Brunner	8	—
Racine College	Racine, Wis. [Wis.]	1862	P. E.	Jas. De Koven, D.D.	17	38
*Ripon College	Ripon, Wis.	1863	Cong.	Rev. E. B. Merrell, A.M.	12	52
St. John's College	Prairie du Chien, Wis.	1871	R. C.	Brother William	12	80
*University of Wisconsin	Madison, Wis.	1849	Non-sect.	John Bascom, D.D., LL.D.	18	191

* Both sexes.

† Including inferior grades.

IV.—SCIENTIFIC SCHOOLS AND DEPARTMENTS NOT INCLUDED IN THE TABLE OF COLLEGES.

NAME	Location.	Date of Organization.	President or other head.	Number of Instructors.	Number of Students of the Collegiate Grade.
State Agricultural and Mechanical College	Auburn, Ala.	1872	J. T. Tichenor, D.D.	6	104
Arkansas Industrial University	Fayetteville, Ark.	1871	Gen. D. H. Hill	8	51
Mining Institute	Colorado Springs, Col.	1875	Jas. H. Kerr	2	28
State School of Mines	Golden, Col.	1872	Hon. W. A. H. Loveland	2	9
Bethel Scientific School of Yale College	New Haven, Conn.	1846	Noah Porter, D.D., LL.D.	26	194
State College of Agriculture and the Mechanic Arts (University of Georgia)	Athens, Ga.	1872	Henry H. Tucker, D.D., LL.D.	11	61
North Georgia Agricultural College (University of Georgia)	Dahlonega, Ga.	1873	D. W. Lewis, A.M.	6	235*
Illinois Industrial University	Urbana, Ill.	1868	John M. Gregory	24	271
Indiana University	La Fayette, Ind.	1874	E. E. White, LL.D.	10	60
Iowa State Agricultural College	Ames, Ia.	1868	A. S. Welch, LL. D.	21	260*
Kansas State Agricultural College	Manhattan, Kas.	1863	John A. Anderson	16	303*
Agricultural and Mechanical College of Kentucky (Kentucky University)	Lexington, Ky.	1866	John B. Bowman, LL.D.	10	110
Maine State College of Agriculture and the Mechanic Arts	Orono, Me.	1868	Chas. F. Allen, D.D.	8	133
Maryland Agricultural College	College Station, Md.	1859	Wm. H. Parker	8	81*
United States Naval Academy	Annapolis, Md.	1845	Rear Admiral C. R. P. Rogers	68	360

* Including inferior grades.

IV.—SCIENTIFIC SCHOOLS AND DEPARTMENTS NOT INCLUDED IN THE TABLE OF COLLEGES.—*Continued.*

NAME.	Location.	Date of Organization.	President or other head.	Number of Instructors.	Number of Students of the College Grade.
Busey Institution (Harvard University)...	Jamaica Plain, Mass.	—	Chas. W. Eliot, LL.D.	7	3
College of Agriculture (Boston University)...	Boston, Mass.	1875	Wm. F. Warren, S.T.D., LL.D.	11	20
Lawrence Scientific School (Harvard Univ.)...	Cambridge, Mass.	1848	Chas. W. Eliot, LL.D.	25	22
Massachusetts Agricultural College...	Amherst, Mass.	1864	Wm. S. Clark, Ph.D., LL.D.	11	110
Massachusetts Institute of Technology...	Boston, Mass.	1862	John D. Runkle, Ph.D., LL.D.	38	267
Worcester County Free Institute of Industrial Science...	Worcester, Mass.	1868	Chas. O. Thompson, A.M.	12	97
Michigan State Agricultural College...	Lansing, Mich.	1857	Theoph. C. Abbot, LL.D.	12	166
Missouri Agricultural and Mechanical College (University of Missouri)...	Columbia, Mo.	1870	Samuel S. Laws, LL.D.	8	19
Missouri School of Mines and Metallurgy (University of Missouri)...	Rolla, Mo.	1871	Chas. P. Williams, Ph.D.	6	27
Polytechnic School of Washington University	St. Louis, Mo.	1857	Wm. G. Eliot, D.D.	13	42
Industrial College of the Univ. of Nebraska...	Lincoln, Neb.	1871	E. B. Fairfield, D.D., LL.D.	5	13
Chandler Scientific Dep. of Dartmouth College	Hanover, N. H.	1852	S. C. Bartlett, D.D.	17	69
New Hampshire College of Agriculture and the Mechanic Arts (Dartmouth College)...	Hanover, N. H.	1866	S. C. Bartlett, D.D.	7	10
Thayer School of Civil Engineering (Dartmouth College)...	Hanover, N. H.	1871	S. C. Bartlett, D.D.	4	4
John C. Green Schl. of Science (Princeton Coll.)	Princeton, N. J.	1873	Jas. McCoah, D.D., LL.D.	16	49
Rutgers Scientific School (Rutgers College)...	New Brunswick, N. J.	1865	Wm. H. Campbell, D.D., LL.D.	10	41
Stevens Institute of Technology...	Hoboken, N. J.	1871	Henry Morton, Ph.D.	8	92
Collegeiate and Polytechnic Institute...	Brooklyn, N. Y.	1855	D. H. Cochran, Ph.D., LL.D.	30	79
Rensselaer Polytechnic Institute...	Troy, N. Y.	1824	Hon. Jas. Forsyth, [LL.D.]	18	166
School of Mines of Columbia College...	New York City	1864	F. A. P. Barnard, S.T.D., LL.D.	27	228
United States Military Academy...	West Point, N. Y.	1802	Maj. Gen. John M. Schofield	57	305
Ohio Agricultural and Mechanical College...	Columbus, O.	1870	Ed. Orton, Ph.D.	12	28
Pennsylvania State College...	State College, Pa.	1859	Jas. Calder, D.D.	12	67
Polytechnic Coll. of the State of Pennsylvania	Philadelphia, Pa.	1853	A. L. Kennedy, M.D.	8	69
Towne Scientific School (Univ. of Pa.)...	Philadelphia, Pa.	1872	C. J. Stillé, LL.D.	19	119
Agricultural and Mechanical Coll. of Texas	Bryan, Tex.	1876	Thos. S. Gathright	6	90
New Market Polytechnic Institute...	New Market, Va.	1870	B. H. Benton, A.M.	3	—
Virginia Agricultural and Mechanical College	Blacksburg, Va.	1872	C. L. C. Minor, LL.D.	6	224*
Virginia Military Institute...	Lexington, Va.	1839	F. H. Smith, LL.D.	10	195

† Including inferior grades.

V.—THEOLOGICAL SEMINARIES AND DEPARTMENTS IN THE UNITED STATES.

NAME.	Location.	Date of Organization.	Religious Denomination.	President or other head.	Number of Instructors.	Number of Students of the College Grade.
Theol. Dep. of Talladega Coll.	Talladega, Ala.	1869	Cong.	Rev. E. P. Lord, A.M.	2	24
Pacific Theological Seminary	Oakland, Cal.	1869	Cong.	J. A. Benton, D.D.	8	5
San Francisco Theol. Sem.	San Francisco, Cal.	1871	Presb.	W. A. Scott, D.D., LL.D.	4	9
Berkeley Divinity School...	Middletown, Conn.	1850	P. E.	Rt. Rev. J. Williams, D.D., LL.D.	7	38
Theol. Inst. of Connecticut	Hartford, Conn.	1834	Cong.	...	10	22
Yale Divinity School...	New Haven, Conn.	1822	Cong.	Noah Porter, D.D., LL.D.	11	107
Theol. Dep. of Howard Univ.	Washington, D. C.	1871	Evang.	Wm. W. Patton	5	30
Wayland Seminary...	Washington, D. C.	1865	Baptist	Rev. G. M. P. King, A. M.	6	44
Augusta Institute...	Augusta, Ga.	1869	Baptist	Rev. J. T. Robert, LL.D.	2	59
Augustana Theol. Seminary	Rock Island, Ill.	1860	Lutheran	T. N. Hasselquist, D.D.	2	19
Baptist Union Theol. Sem.	Chicago, Ill.	1867	Baptist	Geo. W. Northrup, D.D.	7	53
Bible Dep. of Eureka Coll.	Eureka, Ill.	1864	Christian	B. J. Radford, A. M.	1	26
Chicago Theological Sem.	Chicago, Ill.	1858	Cong.	G. S. F. Savage, D.D.	6	34
Concordia College...	Springfield, Ill.	1846	Evang. Luth.	Prof. A. Crämer	4	86
Garrett Biblical Institute...	Evanston, Ill.	1856	M. E.	Henry Bannister, D.D.	6	79
Presb. Theol. Sem. of the Northwest...	Chicago, Ill.	1850	Presb.	L. J. Halsey, D.D.	6	49
Theol. Dep. of Lincoln Univ.	Lincoln, Ill.	1874	Cumb. Presb.	A. J. McGlumphy, D.D.	5	36
Theol. Dep. of Shurtleff Coll.	Upper Alton, Ill.	1835	Baptist	A. A. Kendrick, D.D.	3	11
Wartburg Seminary...	Mendota, Ill.	1853	Lutheran	Rev. Prof. Sigm. Fritschel	3	30
St. Meinrad's Theol. Sem.	St. Meinrad, Ind.	1860	B. C.	Rev. Isidore Hobi, O.S.B.	6	26
Bible Dep. of Oskaloosa Coll.	Oskaloosa, Ia.	1870	Christian	Samuel P. Lucy, A.M.	2	6
German Presb. Theol. School of the Northwest...	Dubuque, Ia.	1865	Presb.	Rev. Jacob Conzett	3	—
Theol. Dep. of Griswold Coll.	Davenport, Ia.	1859	P. E.	Rt. Rev. Wm. S. Perry, D.D., LL.D.	4	3
Kansas Theological School...	Topeka, Kas.	1873	P. E.	Rt. Rev. T. H. Vail, D.D., LL.D.	2	2
Coll. of the Bible (Kent. Un.)	Lexington, Ky.	1865	Non-sect.	John B. Bowman, LL.D.	3	61
Schl. of Theol. in Bethel Coll.	Russellville, Ky.	1860	United Baptists	W. W. Gardner, D.D.	6	13

V.—THEOLOGICAL SEMINARIES AND DEPARTMENTS IN THE UNITED STATES.—Continued.

NAME.	Location.	Date of Organization.	Religious Denomination.	President or other head.	Number of instructors.	Number of Students of the Collegiate grade.
Southern Bapt. Theol. Sem.	Louisville, Ky.	1859	Baptist.	J. J. Bogel, D.D., LL.D.	4	48
Theol. Sem. of the Presb. Ch.	Danville, Ky.	1853	Presb.	Stephen Yerkes, D.D.	4	22
Western Bapt. Theol. Inst.	Georgetown, Ky.	1841	Baptist.	Basil Manly, Jr., D.D.	2	23
Straight University.	New Orleans, La.	1869	Cong.	Rev. W. S. Alexander, A.M.	1	14
Thompson Biblical Institute (New Orleans Univ.)	New Orleans, La.	1873	M. E.	W. D. Godman, D.D.	1	15
Bangor Theological Sem.	Bangor, Me.	1816	Cong.	Enoch Pond, D.D.	4	48
Theol. School of Bates Coll.	Lewiston, Me.	1870	Free Bap.	O. B. Cheney, D.D.	4	17
Centenary Biblical Institute	Baltimore, Md.	1872	M. E.	Rev. J. E. Round, M.A.	2	50
Mt. St. Clement's College.	Baltimore, Md.	1868	R. C.	Rev. Geo. Ruland.	5	—
St. Mary's Theol. Sem. of St. Sulpice.	Baltimore, Md.	1791	R. C.	Very Rev. J. P. Dubreul, D.D. †	6	90
Woodstock College.	Woodstock, Md.	1868	R. C.	Rev. Jas. Ferron, S.J.	10	107
Andover Theological Sem.	Andover, Mass.	1808	Cong.	Rev. John L. Taylor	8	73
Boston Univ. Schl. of Theol.	Boston, Mass.	1847	M. E.	Wm. F. Warren, S.T.D., LL.D.	14	108
Divinity Schl. of Harvard Un.	Cambridge, Mass.	1816	Unit.	Chas. W. Eliot, LL.D.	7	21
Episcopal Theological School	Cambridge, Mass.	1867	P. E.	Geo. Z. Gray, D.D.	4	14
New Church Theol. School.	Waltham, Mass.	1866	Swedenborgian.	Thos. Worcester, D.D.	2	—
Newton Theological Inst.	Newton Centre, Mass.	1825	Baptist.	Rev. Alvah Hovey	6	60
Tufts College Divinity Schl.	College Hill, Mass.	1869	Univ.	Rev. E. H. Capen	4	25
Hopk. Coll. Theological Schl.	Holland, Mich.	1869	Reformed Dutch	Rev. Philip Phelps, Jr.	3	8
Schl. of Theol. of Adrian Coll.	Adrian, Mich.	—	Methodist.	Geo. B. McElroy, D.D.	4	26
Theol. Dep. of Hillsdale Coll.	Hillsdale, Mich.	1870	Free Will Bapt.	De Witt C. Durgin, D.D.	2	27
Augsburg Seminary.	Minneapolis, Minn.	1871	Evang. Luth.	Prof. George Sverdrup	6	8
St. John's Seminary.	St. Joseph, Minn.	1857	R. C.	Rev. Alexius Edelbrock, O.S.B.	4	41
Seabury Divinity College.	Faribault, Minn.	1860	P. E.	Rt. Rev. Henry B. Whipple, D.D.	7	23
Bishop Green Associate Mission and Training School.	Dry Grove, Miss.	1868	P. E.	Wm. K. Douglas, S.T.D.	4	16
Theol. Dep. of Shaw Univ.	Holly Springs, Miss.	1870	Methodist.	Rev. W. W. Hooper, A.M.	1	14
Concordia College.	St. Louis, Mo.	1839	Evang. Luth.	Prof. C. F. W. Walther.	4	85
Jeremiah Vardeman Schl. of Theol. (William Jewell Coll.)	Liberty, Mo.	1868	Baptist.	W. R. Rothwell, D.D.	5	52
St. Vincent's Coll. and Theol. Seminary.	Cape Girardeau, Mo.	1843	R. C.	Rev. John W. Hickey, C.M.	4	5
Drew Theological Seminary.	Madison, N. J.	1867	M. E.	J. F. Hurst, D.D.	6	104
German Theological School of Newark.	Bloomfield, N. J.	1869	Presb.	Rev. Chas. E. Knox	4	6
Theol. Sem. of the Reformed Church in America.	New Brunswick, N.J.	1784	Reformed.	D. D. Demarest, D.D.	4	43
Theol. Sem. of the Presb. Ch.	Princeton, N. J.	1812	Presb.	Chas. Hodge, D.D., LL.D.	7	114
Auburn Theological Sem.	Auburn, N. Y.	1820	Presb.	E. A. Huntington, D.D.	6	44
De Lancey Divinity School.	Geneva, N. Y.	1860	P. E.	Jas. Rankine, D.D.	1	3
General Theol. Sem. of the Protestant Episcopal Ch.	New York City	1817	P. E.	Geo. F. Seymour, D.D., LL.D.	7	71
Hamilton Theological Sem.	Hamilton, N. Y.	1820	Baptist.	E. Dodge, D.D., LL.D.	5	36
Hartwick Sem. (Theol. Dep.)	Hartwick Sem., N. Y.	1815	Lutheran.	Rev. Jas. Pitcher, A.M.	3	—
Artin Luther Coll. (Th. Dep.)	Buffalo, N. Y.	1854	Germ. Luth.	—	—	3
Newburgh Theological Sem.	Newburgh, N. Y.	1804	United Presb.	Jas. Harper (acting)	3	6
Rochester Theological Sem.	Rochester, N. Y.	1850	Baptist.	Rev. Aug. H. Strong	8	75
Joseph's Provincial Sem.	Troy, N. Y.	1864	R. C.	Very Rev. Henry Gabrie s, S.T.L.	7	150
Our Lady of Angels.	Suspension Bridge, (N. Y.)	1863	R. C.	Rev. R. E. V. Rice, C.M.	4	83
Theol. Dep. of St. Lawrence University.	Canton, N. Y.	1858	Univ.	Even Fisher, D.D.	3	25
Union Theological Seminary	New York City	1836	Presb.	Wm. Adams, D.D., LL.D.	10	145
Middle Univ. (Theol. Dep.)	Charlotte, N. C.	1867	Presb.	Stephen Mattoon, D.D.	2	5
North Carolina Coll. (Theol. Dep.)	Mt. Pleasant, N. C.	1870	Evang. Luth.	John B. Davis, D.D.	2	5
Durham Univ. (Theol. Dep.)	Raleigh, N. C.	1865	Baptist.	Rev. H. M. Tupper, A.M.	2	50
Trinity Coll. (Theol. Dep.)	Trinity, N. C.	1867	M. E. S.	B. Craven, D.D., LL.D.	2	16
Christliche Bildungs-Anstalt der Mennoniten.	Wadsworth, O.	1868	Mennonite	Rev. C. J. van der Smissen	6	26
German Luth. Sem. (Capital Univ.)	Columbus, O.	1830	Evang. Luth.	Rev. Wm. F. Lehman	2	22
German Wallace Coll. (Theol. Dep.)	Berea, O.	1864	M. E.	Wm. Nast, D.D.	2	19
Edelberg Theological Sem.	Tiffin, O.	1851	Reformed.	J. H. Good, D.D.	2	19
One Theological Seminary.	Cincinnati, O.	1833	Presb.	L. J. Evans, D.D.	8	29
St. Mary's Seminary of the West	Cincinnati, O.	1851	R. C.	Very Rev. F. J. Pabisch, D.D.	9	95
St. Mary's Theol. Sem.	Cleveland, O.	1849	R. C.	Rev. N. A. Moes	3	—
Theol. Dep. of Wittenberg C.	Springfield, O.	1845	Evang. Luth.	S. Sprecher, D.D., LL.D.	3	14
Theol. Sem. Oberlin Coll.	Oberlin, O.	1838	Cong.	Jas. H. Fairchild, D.D.	7	36
Theol. Sem. of St. Charles Borromeo.	Carthage, O.	1864	R. C.	Very Rev. Henry Drees, C.P.P.S.	8	34
Theol. Sem. of the Prot. Ep. Church in the Diocese of Ohio (Kenyon Coll.)	Gambier, O.	—	P. E.	G. T. Redell, D.D.	3	5

† Died April 20, 1878.

V.—THEOLOGICAL SEMINARIES AND DEPARTMENTS IN THE UNITED STATES.—Continued.

NAME.	Location.	Date of Organization.	Religious Denomination.	President or other head.	Number of instructors.	Number of students of the collegiate grade.
Th'l. Sem. of Wilberforce Un.	Xenia, O.	1865	Af. M. E.	B. F. Lee	1	—
Union Biblical Seminary	Dayton, O.	1871	Unit. Breth.	Lewis Davis, D.D.	3	25
Xenia Un. Presb. Theol. Sem.	Xenia, O.	1794	United Presb.	Wm. Bruce, D.D.	4	27
Crozer Theological Seminary	Upland, Pa.	1868	Baptist	Henry G. Weston	5	46
Divinity School of the Prot. Episcopal Church	Philadelphia, Pa.	1862	P. E.	D. R. Goodwin, D.D., LL.D.	7	23
Meadville Theological School	Meadville, Pa.	1844	Unit.	Rev. A. A. Livermore, A.M.	7	17
Missionary Institute	Selin's Grove, Pa.	1856	Evang. Luth.	Henry Ziegler, D.D.	2	10
Moravian Theological Sem.	Bethlehem, Pa.	1807	Moravian	Rt. Rev. E. de Schweinitz, S.T.D.	4	33
Philadelphia Theol. Sem. of St. Charles Borromeo	Overbrook, Pa.	1832	R. C.	Very Rev. Chas. P. O'Connor	8	—
St. Michael's Seminary	Pittsburgh, Pa.	1862	R. C.	Rev. Stephen Wall	9	32
St. Vincent's Seminary	Germantown, Pa.	1868	R. C.	Very Rev. Jas. Rolando	5	—
Theological Course of Mercersburg College	Mercersburg, Pa.	1865	Reformed	E. E. Hight, D.D.	2	13
Theol. Dep. of Lincoln Univ.	Lincoln Univ., Pa.	1871	Presb.	J. N. Rendall, D.D.	7	23
Theol. Dep. of St. Vincent's C.	Beatty's, Pa.	1846	R. C.	Rt. Rev. Boniface Wimmer, O.S.B.	—	51
Theol. Dep. of Ursinus Coll.	Freeland, Pa.	1870	Reformed	J. H. A. Bomberger, D.D.	3	15
Theol. Dep. of Villanova Coll.	Villanova, Pa.	1842	R. C.	V'y Rev. Thos. C. Middleton, D.D.	4	—
Theol. Sem. of the Gen. Synod of the Evang. Luth. Ch.	Gettysburg, Pa.	1826	Evang. Luth.	Jas. A. Brown, D.D.	6	30
Theol. Sem. of the Evang. Luth. Church	Philadelphia, Pa.	1864	Evang. Luth.	Chas. F. Schaeffer, D.D.	5	46
Theol. Sem. of the Reformed Ch. in the United States	Lancaster, Pa.	1825	Reformed	F. V. Gerhart, D.D.	3	31
Theol. Sem. of the United Presb. Church	Allegheny City, Pa.	1825	Unit. Presb.	A. D. Clark, D.D.	4	46
Western Theol. Sem. of the Presb. Church	Allegheny City, Pa.	1825	Presb.	M. W. Jacobus, D.D., LL.D.	5	96
Southern Bapt. Theol. Sem.	Greenville, S. C.	1858	Baptist	Jas. P. Boyce, D.D., LL.D.	9	67
Theol. Sem. of the Gen. Assembly of the Presb. Ch. in the United States	Columbia, S. C.	1829	Presb.	Geo. Howe, D.D., LL.D.	5	25
Theol. Dep. of Central Tennessee College	Nashville, Tenn.	1870	M. E.	John Braden, D.D.	—	32
Theol. Dep. of Fisk Univ.	Nashville, Tenn.	1869	Evangelical	Rev. E. M. Cravath, M.A.	1	33
Theol. Dep. of the University of the South	Sewanee, Tenn.	1877	P. E.	Gen. J. Gorgas	2	4
Theol. Dep. of Vanderbilt Un.	Nashville, Tenn.	1875	M. E. S.	L. C. Garland, LL.D.	4	59
" Schl. of Cumberland Un.	Lebanon, Tenn.	1856	Cumb. Presb.	Nathan Green, A.M., LL.B.	6	23
Baylor Univ. (Theol. Dep.)	Independence, Tex.	1866	Baptist	Wm. C. Crane, D.D., LL.D.	2	10
Richmond Institute	Richmond, Va.	1867	Baptist	Rev. Chas. H. Corey, A.M.	4	62
Theol. Sem. of the Evang. Lutheran Church	Salem, Va.	1830	Lutheran	S. A. Repass, D.D.	2	—
Theol. Sem. of the Prot. Episcopal Church	Theological Sem., Va.	1823	P. E.	Jos. Packard, D.D.	4	29
Union Theological Seminary	Hampden Sidney, Va.	1824	Presb.	B. M. Smith, D.D.	4	62
Nashotah House	Nashotah, Wis.	1842	P. E.	A. D. Cole, D.D.	9	43
Sem. of St. Francis of Sales	St. Francis, Wis.	1856	R. C.	Rev. C. Waplehorst	13	115

VI.—MEDICAL SCHOOLS AND DEPARTMENTS IN THE UNITED STATES.

NAME.	Location.	Date of Organization.	Class.	President or other head.	Number of instructors.	Students.
College of Medicine (Southern Univ.)	Greensboro', Ala.	—	Regular	L. M. Smith, D.D.	5	—
Medical College of Alabama	Mobile, Ala.	1860	Regular	Wm. H. Anderson, M.D.	9	60
California Coll. of Pharm. (Univ. of Cal.)	San Francisco, Cal.	1872	Pharm.	Wm. T. Wenzell	4	37
College of Medicine of the Univ. of Cal.	San Francisco, Cal.	1864	Regular	A. A. O'Neil, A.M., M.D.	11	—
Medical College of the Pacific	San Francisco, Cal.	1858	Regular	J. H. Wythe, M.D.	11	45
Medical Institution of Yale College	New Haven, Conn.	1813	Regular	Noah Porter, D.D., LL.D.	11	56
Medical Department of Georgetown Univ.	Washington, D. C.	1848	Regular	F. A. Ashford, M.D.	10	40
Medical Department of Howard Univ.	Washington, D. C.	1868	Regular	Wm. W. Patton	7	46
National College of Pharmacy	Washington, D. C.	1872	Pharm.	R. B. Ferguson	3	21
National Medical Coll. (Columbian Univ.)	Washington, D. C.	1825	Regular	Jas. C. Welling, LL.D.	10	53
College of American Medicine and Surgery	Macon, Ga.	1839	Eclectic	A. L. Clinckscales, M.D.	7	28
Eclectic Medical College of Georgia	Atlanta, Ga.	—	Eclectic	Dr. I. J. M. Goss	8	—
Medical College of Georgia (Univ. of Ga.)	Augusta, Ga.	1832	Regular	De Saussure Ford, M.D.	16	46
Savannah Medical College	Savannah, Ga.	1853	Regular	W. Duncan, M.D.	—	—
Bennett Medical College	Chicago, Ill.	1868	Eclectic	Milton Jay, M.D.	13	70
Chicago College of Pharmacy	Chicago, Ill.	1859	Pharm.	Prof. N. G. Bartlett	5	38

VI.—MEDICAL SCHOOLS AND DEPARTMENTS IN THE UNITED STATES.—Continued.

NAME.	Location.	Date of Organization.	Class.	President or other head.	Number of instructors.	Students.
Chicago Medical Coll. (Northwestern Univ.)	Chicago, Ill.	1859	Regular	N. S. Davis, A.M., M.D.	19	126
Hahnemann Medical College	Chicago, Ill.	1860	Hom.	R. Ludlam, M.D.	11	105
Bush Medical College (Chicago Univ.)	Chicago, Ill.	1843	Regular	J. A. Allen, M.D., LL.D.	11	202
Woman's Hospital Medical College	Chicago, Ill.	1871	Regular	W. G. Dyas, M.D., F.R.C.S.	16	26
College of Physicians and Surgeons	Indianapolis, Ind.	1874	Regular	R. N. Todd, M.D.	10	73
Indiana Medical College	Indianapolis, Ind.	1869	Regular	C. E. Wright, M.D.	15	125
Medical College of Evansville	Evansville, Ind.	1870	Regular	Geo. B. Walker, M.D.	12	84
College of Physicians and Surgeons	Keokuk, Ia.	1860	Regular	J. C. Hughes, M.D.	10	175
Medical Department of Iowa State Univ.	Iowa City, Ia.	1868	Regular	W. F. Peck, M.D.	13	79
Hospital College of Medicine (Central Univ.)	Louisville, Ky.	1874	Regular	Wm. H. Bolling, M.D.	15	87
Kentucky School of Medicine	Louisville, Ky.	1850	Regular	E. S. Gaillard, M.D., LL.D.	8	125
Louisville College of Pharmacy	Louisville, Ky.	1870	Pharm.	C. L. Diehl	3	28
Louisville Medical College	Louisville, Ky.	1869	Regular	E. S. Gaillard, M.D., LL.D.	9	260
Medical Dep. of the Univ. of Louisville	Louisville, Ky.	1837	Regular	J. M. Bodine, M.D.	14	273
Transylvania Medical Coll. (Univ. of Ky.)	Lexington, Ky.	1872	Regular	John B. Bowman, LL.D.	7	—
Charity Hospital Medical College	New Orleans, La.	1874	Regular	D. W. Brickell, M.D.	15	—
Medical Dep. of the Univ. of Louisiana	New Orleans, La.	1834	Regular	T. G. Richardson, M.D.	9	120
New Orleans Dental College	New Orleans, La.	1867	Dental	A. F. McLain, M.D., D.D.S.	10	5
Medical School of Maine (Bowdoin Coll.)	Brunswick, Me.	1820	Regular	J. L. Chamberlain, LL.D.	9	92
Baltimore College of Dental Surgery	Baltimore, Md.	1840	Dental	F. G. S. Gorgas, M.D., D.D.S.	12	55
College of Physicians and Surgeons	Baltimore, Md.	1873	Regular	Thos. Opie, M.D.	11	94
Maryland College of Pharmacy	Baltimore, Md.	1841	Pharm.	W. E. Thornton	3	72
Maryland Dental College	Baltimore, Md.	1872	Dental	R. B. Winder, M.D., D.D.S.	10	30
School of Medicine of the Univ. of Maryland	Baltimore, Md.	1807	Regular	Samuel C. Chew, M.A., M.D.	10	115
School of Medicine of Washington Univ.	Baltimore, Md.	1866	Regular	J. E. Lindsay	13	42
Boston Dental College	Boston, Mass.	1868	Dental	Elieha Chenery, M.D.	13	34
Dental School of Harvard Univ.	Boston, Mass.	1867	Dental	Thos. H. Chandler, D.M.D.	13	17
Harvard Medical School (Harvard Univ.)	Boston, Mass.	1782	Regular	Calvin Ellis, M.D.	36	212
Massachusetts College of Pharmacy	Boston, Mass.	1823	Pharm.	Samuel M. Colcord	3	85
School of Medicine of Boston University	Boston, Mass.	1873	Hom.	I. T. Talbot, M.D.	25	184
College of Dental Surgery (Univ. of Mich.)	Ann Arbor, Mich.	1875	Dental	Jas. B. Angell, LL.D.	3	33
Detroit Medical College	Detroit, Mich.	1868	Regular	E. W. Jenks, M.D.	15	89
Homoeopathic Medical Coll. (Univ. of Mich.)	Ann Arbor, Mich.	1875	Hom.	Jas. B. Angell, LL.D.	4	51
Medical Department of the Univ. of Mich.	Ann Arbor, Mich.	1849	Regular	Jas. B. Angell, LL.D.	11	285
School of Pharmacy (Univ. of Mich.)	Ann Arbor, Mich.	1863	Pharm.	Jas. B. Angell, LL.D.	12	64
Homoeopathic Medical College of Missouri	St. Louis, Mo.	1857	Hom.	E. C. Franklin, M.D.	4	31
Kansas City Coll. of Physicians & Surgeons	Kansas City, Mo.	1869	Regular	T. B. Lester, M.D.	8	26
Medical School of the Univ. of Missouri	Columbia, Mo.	1873	Regular	Samuel S. Laws, LL.D.	8	29
Missouri Dental College	St. Louis, Mo.	1866	Dental	Wm. H. Eames, D.D.S.	12	14
Missouri Medical College	St. Louis, Mo.	1840	Regular	John S. Moore, M.D.	11	192
Missouri School of Midwifery and Diseases of Women and Children	St. Louis, Mo.	1875	Hom.	W. C. Richardson, M.D.	5	15
St. Louis College of Pharmacy	St. Louis, Mo.	1864	Pharm.	Jas. M. Good	3	78
St. Louis Homoeopathic Medical College	St. Louis, Mo.	1874	Hom.	F. R. Moore, M.D.	7	—
St. Louis Medical College	St. Louis, Mo.	1841	Regular	John T. Hodgden, M.D.	17	131
New Hampshire Med. Inst. (Dartmouth Coll.)	Hanover, N. H.	1796	Regular	S. C. Bartlett, D.D.	9	96
Albany Medical College (Union Univ.)	Albany, N. Y.	1838	Regular	Thos. Hun, M.D.	16	116
Bellevue Hospital Medical College	New York City	1861	Regular	Austin Flint, Jr., M.D.	39	423
Coll. of Pharm. of the City of New York	New York City	1829	Pharm.	Ewen McIntyre	5	230
Coll. of Physicians & Surgeons (Columbia Coll.)	New York City	1808	Regular	Alonzo Clark, M.D.	20	413
Eclectic Medical Coll. of the City of N. Y.	New York City	1865	Eclectic	R. S. Newton, M.D.	8	53
Long Island College Hospital	Brooklyn, N. Y.	1860	Regular	Samuel G. Armor, M.D., LL.D.	19	—
Medical College of Syracuse University	Syracuse, N. Y.	1872	Regular	E. O. Haven, DD., LL.D.	18	38
Medical Dep. of the Univ. of Buffalo	Buffalo, N. Y.	1846	Regular	T. F. Rochester, M.D.	9	96
Medical Dep. of the Un. of the City of N. Y.	New York City	1841	Regular	Chas. I. Pardee, M.D.	40	475
New York College of Dentistry	New York City	1866	Dental	Frank Abbott, M.D.	16	73
New York Homoeopathic Medical College	New York City	1859	Hom.	J. W. Dowling, M.D.	20	145
New York Med. Coll. & Hospital for Women	New York City	1863	Hom.	D. E. Sackett	12	50
Woman's Med. Coll. of the N. Y. Infirmary	New York City	1864	Regular	Mercy N. Baker, M.D.	22	38
Cincinnati College of Medicine and Surgery	Cincinnati, O.	1851	Regular	D. D. Bramble, M.D.	13	137
Cincinnati College of Pharmacy	Cincinnati, O.	1871	Pharm.	R. M. Byrnes	3	77
Cleveland Med. Coll. (Western Reserve Coll.)	Cleveland, O.	1843	Regular	John Bennett, M.D.	12	72
Columbus Medical College	Columbus, O.	1876	Regular	D. N. Kinsman, M.D.	11	82
Eclectic Medical Institute	Cincinnati, O.	1843	Eclectic	J. M. Scudder, M.D.	8	163
Homoeopathic Hospital College	Cleveland, O.	1849	Hom.	N. Schneider, M.D.	12	96
Medical College of Ohio	Cincinnati, O.	1821	Regular	R. Bartholow, M.D.	17	250
Medical Dep. of the Univ. of Wooster	Cleveland, O.	1864	Regular	G. C. E. Weber, M.D.	12	85
Miami Medical College of Cincinnati	Cincinnati, O.	1852	Regular	J. A. Murphy, M.D.	12	145
Ohio College of Dental Surgery	Cincinnati, O.	1846	Dental	J. Taft, D.D.S.	9	23
Fruit Medical College	Cincinnati, O.	1872	Hom.	Wm. Owens, M.D.	13	63
Earling Medical College	Columbus, O.	1846	Regular	Francis Carter, M.D.	16	44
Medical Department of Willamette Univ.	Salem, Or.	1865	Regular	D. Payton, M.D.	8	33
Hahnemann Med. Coll. of Philadelphia	Philadelphia, Pa.	1848	Hom.	A. R. Thomas, M.D.	13	142
Jefferson Medical College	Philadelphia, Pa.	1824	Regular	J. B. Biddle, M.D.	21	600
Medical Dep. of the Univ. of Pennsylvania	Philadelphia, Pa.	1765	Regular	R. E. Rogers, M.D.	13	482
Pennsylvania College of Dental Surgery	Philadelphia, Pa.	1856	Dental	C. N. Peirce, D.D.S.	12	128
Philadelphia College of Pharmacy	Philadelphia, Pa.	1821	Pharm.	Robert Bridges, M.D.	3	266
Philadelphia Dental College	Philadelphia, Pa.	1863	Dental	J. H. McQuillen, M.D., D.D.S.	22	105
Woman's Medical Coll. of Pennsylvania	Philadelphia, Pa.	1850	Regular	Rachel L. Bodley, A.M.	15	75

VI.—MEDICAL SCHOOLS AND DEPARTMENTS IN THE UNITED STATES.—*Continued*

NAME.	Location.	Date of Organization.	Class.	President or other head.	Number of Instructors.	Students.
Medical Coll. of the State of South Carolina	Charleston, S. C.	1823	Regular	J. P. Chazal, M.D.	8	47
Medical Dep. of Central Tennessee College	Nashville, Tenn.	1866	Regular	John Braden, D.D.	—	11
Medical Dep. of Vanderbilt University	Nashville, Tenn.	1874	Regular	Thos. Menees, M.D.	19	171
Tennessee College of Pharmacy	Nashville, Tenn.	1872	Pharm.	J. H. Snively, Phar. D.	6	7
Texas Medical College and Hospital	Galveston, Tex.	1873	Regular	S. R. Burroughs, M.D.	7	18
Medical Dep. of the Univ. of Vermont	Burlington, Vt.	1821	Regular	A. P. Grinnell, M.D.	21	90
Medical College of Virginia	Richmond, Va.	1851	Regular	Jas. B. McCaw, M.D.	14	42
Medical School of the Univ. of Virginia	Univ. of Virginia	1825	Regular	Jas. F. Harrison, M.D.	5	42

VII.—LAW SCHOOLS AND DEPARTMENTS IN THE UNITED STATES.

NAME.	Location.	Date of Organization.	President or other head.	Number of Instructors.	Students.
College of Law of Southern University	Greensboro, Ala.	—	Hon. A. A. Coleman, A.M.	3	—
Law School of the University of Alabama	Tuscaloosa, Ala.	1873	H. M. Somerville, A.M., LL.B.	3	25
Yale Law School	New Haven, Conn.	1824	Noah Porter, D.D., LL.D.	10	59
Columbian University Law School	Washington, D. C.	1864	Jas. C. Welling, LL.D.	3	134
Law Department of Howard University	Washington, D. C.	1869	Wm. W. Patton	—	2
Law Department of National University	Washington, D. C.	1870	W. B. Wedgwood, LL.D.	4	138
Law School of Georgetown University	Washington, D. C.	1870	Rev. P. F. Healy, S.J.	5	39
Law Department of Mercer University	Macon, Ga.	—	A. J. Battle, D.D.	2	4
Law Department of the Univ. of Georgia	Athens, Ga.	1868	Henry H. Tucker, D.D., LL.D.	6	11
Bloomington Law School (Ill. Wesleyan Un.)	Bloomington, Ill.	1874	R. M. Benjamin, A.M.	6	32
Law Department of Lincoln University	Lincoln, Ill.	1874	A. J. McHugh, D.D.	7	70
Law Department of McKendree College	Lebanon, Ill.	1870	John W. Locke, D.D.	1	7
Union Coll. of Law, of Chicago & Northw. Un.	Chicago, Ill.	1873	Hon. Henry Booth, LL.D.	6	101
Law Department of Indiana University	Bloomington, Ind.	1842	Lemuel Moss, D.D.	2	41
Iowa Coll. of Law (Simpson Centenary Coll.)	Des Moines, Ia.	1875	C. C. Cole, LL. D.	3	20
Law Department of Iowa State University	Iowa City, Ia.	1865	Wm. G. Hammond, LL.D.	3	103
Law Department of Iowa Wesleyan Univ.	Mt. Pleasant, Ia.	—	Rev. W. J. Spaulding, Ph. D.	3	5
College of Law in Central University	Richmond, Ky.	1874	Wm. Chensault	3	8
Law College of Kentucky University	Lexington, Ky.	1865	John B. Bowman, LL.D.	3	19
Law Department of Straight University	New Orleans, La.	—	Rev. W. S. Alexander, A. M.	2	8
Law Department of the Univ. of Louisiana	New Orleans, La.	1847	Carleton Hunt	4	23
School of Law of the Univ. of Maryland	Baltimore, Md.	1870	Hon. Geo. W. Dobbin, LL.D.	2	60
Boston University School of Law	Boston, Mass.	1872	Wm. F. Warren, LL.D.	15	143
Law School of Harvard University	Cambridge, Mass.	1817	Chas. W. Eliot, LL.D.	5	189
Department of Law of the Univ. of Michigan	Ann Arbor, Mich.	1858	Jas. B. Angell, LL.D.	4	309
Law Department of Shaw University	Holly Springs, Miss.	—	W. W. Hooper	1	5
Law Department of the Univ. of Missouri	Columbia, Mo.	1872	Samuel S. Laws, LL.D.	5	31
Law School of Washington University	St. Louis, Mo.	1867	Wm. G. Eliot, D.D.	9	76
Albany Law School (Union University)	Albany, N. Y.	1851	Isaac Edwards, LL.D.	7	92
Columbia College Law School	New York City	1858	Theo. W. Dwight, LL.D.	5	462
Dep. of Law of the Univ. of the City of N. Y.	New York City	1857	Howard Crosby, D.D., LL.D.	4	82
Law School of Hamilton College	Clinton, N. Y.	—	Samuel G. Brown, D.D., LL.D.	1	30
Law Department of Trinity College	Trinity, N. Y.	1867	B. Craven, D.D., LL.D.	2	18
Law Department of Wilberforce University	Xenia, O.	1872	Benj. F. Lee	2	—
Law School of Cincinnati College	Cincinnati, O.	1832	Rufus King, LL.D.	4	81
Law Department of Lafayette College	Easton, Pa.	1875	Wm. C. Catell, D.D.	5	—
Law Dep. of the Univ. of Pennsylvania	Philadelphia, Pa.	1790	C. J. Stillé, LL.D.	5	90
*Law School of the Univ. of South Carolina	Columbia, S. C.	1804	A. W. Cummings, D.D.	1	12
Law Department of Cumberland University	Lebanon, Tenn.	1847	Nathan Green, A.M., LL.B.	2	51
Law Department of Vanderbilt University	Nashville, Tenn.	1875	L. C. Garland, LL.D.	3	26
Neophogen Law School	Gallatin, Tenn.	—	John M. Walton, LL.D.	4	—
Law School of the University of Virginia	Univ. of Virginia, Va.	1825	Jas. F. Harrison, M.D.	2	92
School of Law and Equity (Wash. & Lee Univ.)	Lexington, Va.	1871	Gen. G. W. C. Lee	8	20
Dep. of Law of the University of Wisconsin	Madison, Wis.	1868	J. H. Carpenter, LL.D.	7	18

EDUCATIONAL PUBLICATIONS.

J. H. Allen and J. B. Greenough. *A Latin Grammar, founded on Comparative Grammar.* Revised edition. 12mo. 329 pp. Boston, 1877. Ginn & Heath. Cloth, \$1.25.

The original work has been well and favorably known for many years. Advantage has been taken of the recasting of the plates for the present edition to make several improvements in the substance and changes in the arrangement of the text, and additions of new matter. The work has been arranged in chapters; some parts have been expanded, particularly those on phonetic changes and the form of words; inflectional forms have been more fully exhibited; sections have been added on the syntax of pronouns and particles; and important additions and illustrations have been given in the prosody, the sections on rhythm and versification being new, and containing the results of the latest studies on the subject. Strictly philological matter, not intended for class use, is given in marginal notes; and the several topics of the syntax are introduced by short prefatory notes, suggesting what is considered the true theory of the construction, which are also not intended for class use. The relations of the Latin with the other Indo-European languages are briefly exhibited.

Victor Alvergnat. — *Grammaire française moderne, théorique, analytique, et pratique.* 12mo. 288 pp. New York, 1877. Clark & Maynard. Cloth, \$1.08 net.

The author is professor of the French language in the high school of Hartford, Conn., and is also the author of the *Modern Class Book of French Pronunciation*. The present work is designed for use in the second year of the study of French. It contains directions for resolving the difficulties of the language, particularly those respecting gender and the agreement of participles. The phrases and examples for the exercises have been chosen from the best writers. The *Grammaire* is written wholly in French.

S. Z. Ammen. — *A Latin Grammar for Beginners.* 12mo. 125 pp. New York, 1876. Henry Holt & Co. Cloth, \$1.00.

The aim of the author of this work has been to present to the beginner the regular inflections, with as much of the syntax as is needed for an intelligent use of them in the accompanying exercises. Besides the inflections and the more important principles of syntax, the work contains exercises, models for parsing and analysis, and a vocabulary.

John J. Anderson. — *A School History of France.* 12mo. 371 pp. New York, 1878. Clark & Maynard. Cloth, \$1.20 net.

The author of this work has published several other text-books of history, which have been used with satisfaction in many schools. The present work is on a similar plan to that of the others. Maps (representing the country at different periods) and geographical references constitute a prominent feature; other auxiliaries are exercises for topical review, and chronological and genealogical tables. The arrangement is essentially by dynasties. Space has been given to an account of the state of society, including the literary history at different periods. Biographical notices and explanatory notes are copiously furnished. The pronunciation of proper names is indicated. The work is also supplied with a complete index.

Alexander Bain. — *A Brief English Grammar on a Logical Method.* 18mo. 186 pp. New York, 1873. Henry Holt & Co. Boards, \$0.50.

The author is professor of logic in the University of Aberdeen. He believes that grammar is a science and should be treated scientifically, and undertakes to do so. He begins with the consideration of certain elementary notions, in the course of which he explains the meaning of such terms as Individual, General, Abstract, Class, Genus, Species, Co-ordinate, Subordinate and Definition; then the constituents of a proposition, and the kinds of propositions; then the sentence, from which are evolved the parts of speech; after which the parts of speech, inflection, the analysis of sentences, and syntax, are explained.

Alexander Bain. — *English Grammar as bearing upon Composition.* 12mo. 358 pp. New York, 1877. Henry Holt & Co. Cloth, \$1.40.

This work is by the same author as the preceding, and is intended as a companion to the author's *Higher English Grammar*. It embodies remarks upon the use of words, the distinctions of parts of speech, inflections, derivation and composition of words, and syntax; and is designed to serve not only for theoretical study, but as a guide to actual use, in acquiring facility and accuracy in speaking and writing the English language.

C. W. Bardeen. — *Common School Law for Common School Teachers.* 2d edition. 18mo. 48 pp. Syracuse, N. Y., 1876. Davis, Bardeen & Co. Cloth, \$0.50.

The compiler was formerly superintendent of schools in Whitehall, N. Y. The volume contains an exposition of the school laws of the state of New York; also the questions which were used in the examinations for state certificates in 1875 and 1876.

C. W. Bardeen. — *Visiting Book for School Commissioners.* 18mo. Syracuse, N. Y., 1878. Davis, Bardeen & Co. Cloth, \$1.00.

This volume contains a series of blanks for the use of school commissioners and visitors in recording their notes of the condition of each school. An exposition of the laws of the state of New York, as far as they regard teachers in the common schools, is included in the same volume.

John Bascom. — *The principles of Psychology.* 12mo. 404 pp. New York, 1877. G. P. Putnam's Sons. Cloth, \$1.75.

The author has been, since 1855, professor of rhetoric in Williams College, and has published, besides the above work, a *Treatise on Political Economy* (1861), a *Treatise on Aesthetics* (1862), *Text-book on Rhetoric* (1865), *Science, Philosophy, and Religion* (1871), and *The Philosophy of English Literature*. The first edition of the *Principles of Psychology* was published in 1869, since which time it has been introduced into a number of American colleges. In the present edition, secondary points are more fully presented than before, special attention being invited by the author to the clear exposition given of the doctrine of intuitions; and to the care with which the various intuitions are enumerated, their relations to each other pointed out, and their constructive office in thought defined.

Levi N. Beebe.—*First Steps among Figures.* A Drill Book in the Fundamental Rules of Arithmetic. 18mo. 108 pp. Syracuse, N. Y. Davis, Bardeen & Co. Cloth. Pupils' edition, \$0.35; teachers' edition, \$1.00.

The author is principal of Public School No. 11, Canandaigua, N. Y. The aim of the book is to give sufficient practice to fix each method in the pupil's mind, rather than to deal with the philosophy of each operation. It presents examples in the four fundamental rules, arranged so as to facilitate a thorough committal to memory and a ready recollection, but at the same time, to avoid the possibility of learning by rote. The exercises in addition and subtraction, and multiplication and division, are so combined that the processes may be learned in connection with each other, and often by the same examples, their relations to each other being shown from the beginning.

A. G. Beecher.—*The Primary Normal Speller; or, First Lessons in the Art of Writing Words.* Designed to teach spelling by an improved method. 12mo. 124 pp. New York, 1878. Clark & Maynard. Boards, \$0.25 net.

This work is designed to teach the pupil to spell correctly in connection with composition; consequently, the exercises are all to be written. Attention is given first and most prominently to the words which pupils of the grade for whom it is intended will be most likely to use.

William F. Bradbury.—*An Elementary Geometry, Plane, Solid, and Spherical.* 12mo. 240 pp. Boston, 1877. Thompson, Brown & Co. Half morocco, \$1.60.

The author is Hopkins Master in the Cambridge High School. This work is designed for colleges, and for academies and schools of the higher grade. Among its characteristics is the introduction of numerous practical questions illustrative of each book, and theorems for original demonstrations, which are intended to serve as practical applications of principles, as well as for discipline.

J. Franck Bright.—*A History of England.* 12mo. 3 vols. 1,472 pp. New York, 1878. E. P. Dutton & Co. Cloth, \$5.00.

The author is Historical Lecturer in Balliol, New, and University Colleges, Oxford, England, and late Master of the Modern School, in Marlborough College. The work was written at the express desire and invitation of a meeting of public school masters in England, held several years ago, that Mr. Bright would prepare a history of the country suitable for use in teaching. In it he has sought to present an historical perspective, which will admit of viewing events in their bearing on each other; also to give a proper treatment to the foreign relations of the country, and a fuller view of constitutional history, as well as a more adequate account of the social growth of the nation. The history is included in three volumes, containing in all 1,472 pages 12mo; and is divided into: I. Medieval Monarchy,—from the departure of the Romans to Richard III., 449—1485; II. Personal Monarchy—Henry VII. to James II., 1485—1688; III. Constitutional Monarchy—William and Mary to William IV., 1689—1837. Among the accessory features, are: tables of the genealogies of the sovereigns and of leading families; tables of contemporary sovereigns and popes, archbishops, chancellors, and chief cabinet officers; maps, plans of battles, lists of authorities, and a table of contents, which is also a table of chronology.

Edward Brooks.—*The New Normal Written Arithmetic.* 12mo. 421 pp. Half leather, board-sides. \$0.63 net. *The Normal Union Arithmetic.* 12mo. 424 pp. Half leather, board-sides. \$0.70 net. *The Normal Higher*

Arithmetic. 12mo. 514 pp. Half leather, cloth sides. Philadelphia, 1877. Sower, Potts & Co. \$0.95 net.

The author is principal and professor of mathematics in the State Normal School at Millersville, Pa. The first two of the works cover substantially the same ground, and to a large extent embody the same matter. *The Union Arithmetic* contains a combination of the two subjects of mental and written arithmetic. The treatment embraces analysis and synthesis; and the combination of the two processes in the same solution or explanation is a prominent characteristic of both works. In the *Higher Arithmetic*, pains have been taken to exhibit the logical relations of the science, and to make an application of its methods to the business practices of the country at the present time.

Edward Brooks.—*The Philosophy of Arithmetic,* as developed from the three fundamental processes of Synthesis, Analysis, and Comparison, containing also a History of Arithmetic. 8vo. 570 pp. Philadelphia, 1876. Sower, Potts & Co. Cloth, \$2.25.

Believing that arithmetic has intrinsically as logical a basis, and will admit as logical a method of treatment, as geometry, the author has composed the present treatise for the purpose of demonstrating such a basis, and describing such a method of treatment. The introduction contains a logical outline of arithmetic, and a brief history of the science. The body of the work is divided into five parts, of which the first treats of the general nature of arithmetic, the second of Synthesis and Analysis, the third of Comparison, the fourth of Fractions, and the fifth of Denominate Numbers.

Robert K. Buehrle.—*Grammatical Praxis in American Literature.* 12mo. 80 pp. Philadelphia, 1877. Cowperthwait & Co. Boards, \$0.30 net.

The author is superintendent of the public schools of Allentown, Pa. The *Praxis* contains selections from standard American authors, to which are appended questions and notes for effecting a careful analysis of the passages and phrases, with a consideration of all their meanings and constructions. The questions are intended to cover the whole field of English grammar, as treated in the ordinary text-books, with occasional exercises in other departments of knowledge.

Eliza B. Burnz.—*The Anglo-American Primer.* 16mo. 32 pp. New York, 1877. Burnz & Co., Phonetic Publishers. Stiff paper, \$0.15.

The author is one of the vice-presidents of the Spelling Reform Association, and is teacher of English Phonetics and Phonography at the Cooper Institute, N. Y. The *Primer* presents the rudiments of the new spelling on the basis of the alphabet called Anglo-American, which employs no new letters, but uses each letter and digraph of the common alphabet to denote its most usual sound. The *Primer* is to be followed by *Readers* and selections from the Scriptures, in the same print. The firm of Burnz & Co. are also publishers of the *Monthly Spelling Reformer* and of a pamphlet on the *Pro and Con of Spelling Reform*, by Prof. O. E. VAILE, of Woodward High School, Cincinnati, O.

The Catholic National Series.—*The Speller and Word-Book.* 12mo. 146 pp. New York, 1877. Benziger Brothers. Boards, \$0.25.

This work is designed to accompany the third of the series of National Readers. The words to be spelled are grouped in accordance with a classification of subjects. Words and exercises have been supplied relating to such matters of faith as enter into a child's life. Dictation exercises, tables of prefixes and suffixes, object lessons, words liable to be confounded, and synonyms appear in the several parts of the book.

Colton's New Series of Geographies. New and revised edition. New York, 1878. Sheldon & Co. Introductory. 85 pp. \$0.56 net; Common School. 129 pp. \$0.80 net.

The series consists of an *Introductory* and a *Common School Geography*, and is intended to present the subject in two books. The advantages claimed for the books are simplicity, conciseness, and elegance of statement, with a convenient arrangement of the text, the exclusion of superfluous matter, and the clearness and beauty of the study-maps, as well as general adaptation to the wants of schools. Map drawing is taught by a new and simple system in a separate chapter in the *Common School Geography*. The latter volume contains also two two-page railroad maps, showing distinctly the great routes of travel, with copious exercises thereon; also a series of reference maps of the United States, in twelve sections, and complete statistical tables.

George W. Cox. — *School History of Greece.* 16mo. 349 pp. New York, 1877. Harper & Brothers. Cloth, \$0.60.

The author of this history, who is also the author of a *General History of Greece*, the *Manual of Mythology*, and the *Mythology of the Aryan Nations*, is known as an industrious student and a careful investigator of all topics relating to Grecian history. The present history is an abridgment of the larger *General History of Greece*, and is intended to give the whole substance of the narrative and descriptions of events as presented in the larger work, differing from the latter chiefly in that the discussions and sifting of evidence, the analysis of motives, the clearing up of difficult points, and the extended treatment of political and constitutional questions are omitted.

Luther S. and Edmund L. Cushing. — *Rules of Proceeding and Debate in Deliberative Assemblies.* 18mo, 192 pp. Boston, 1878. Thompson, Brown & Co. Cloth, \$0.75.

A well known work which is in general use as a guide in deliberative assemblies throughout the United States. The revision was begun by the author, LEMUEL S. CUSHING, and has been completed, with the addition of explanatory notes, by his brother, EDMUND L. CUSHING, who was formerly chief justice of the Superior Court of Judicature of New Hampshire.

Henry N. Day. — *An Introduction to the Study of English Literature.* 12mo. 539 pp. New York, 1877. Scribner, Armstrong & Co. Cloth, \$1.60.

Mr. DAY is also the author of treatises on *Logic*, *The Art of Composition*, *The Art of Discourse*, and of other works on similar subjects. The first part of the present work, after a chapter on the origin and affinities of the English language, furnishes a series of representative selections from English literature, given in such an order as to show the progressive growth of the language. The selections present entire, or nearly entire works of eminent authors, given in their original forms, and are accompanied with biographical notices of the authors and explanatory notes. The second part presents the elements of the language and literature in systematic order, so as to exhibit the principles governing the rise and formation of the language, and the growth of English literature in its several departments, with notices of leading authors in each.

E. V. De Graff. — *The Enlarged Institute Song Budget.* 18mo. 72 pp. Syracuse, N. Y., 1877. Davis, Bardeen & Co. Paper, \$0.15.

The compiler is a conductor of teachers' institutes. The *Budget* contains about seventy pages of songs of varied character, adapted for general use in schools, the popularity of most of which has been tested.

C. P., W. H. and R. P. Duff. — *Book-keeping by Single and Double Entry.* 16mo. 192 pp. New York, 1877. Harper & Brothers. Cloth, leather back, \$0.75.

This work is intended to furnish a text-book on book-keeping compact in form, moderate in price, embodying all the most recent improvements of the counting-room, and adapted to the wants of schools as well as to the needs of ordinary business; also to furnish practical instruction to the farmer, the mechanic, and the retailer, as well as to the wholesale merchant.

James S. Eaton. — *Easy Lessons in Mental Arithmetic, upon the Inductive Method.* 16mo. 109 pp. Boston, 1878. Thompson, Brown & Co. Boards, \$0.18 net.

The author is instructor in Phillips Academy, Andover. The work is based upon the development system. Definitions and extended explanations are avoided, and the operations in numbers are presented in a familiar style.

E. D. Farrell. — *The Grammar School Speller and Definer.* 12mo. 225 pp. New York, 1877. Catholic Publication Society Co. Cloth, \$0.75.

This work is designed to furnish the teacher with one book containing the material necessary for a course of instruction in English orthography and orthoepy. It embraces graded lessons in spelling, definitions, pronunciation, synonyms, proper names and geographical terms. It contains also a selection of sentences for dictation, and a condensed treatise on English etymology. A dictionary of ecclesiastical terms is also given.

S. A. Felter, and S. A. Farrand. — *FELTER'S New Intermediate Arithmetic.* 16mo. 283 pp. Cloth, \$0.58 net; *FELTER'S Advanced Arithmetic.* 16mo. 268 pp. Cloth, \$0.58 net. *FELTER'S Complete Arithmetic.* 16mo. 469 pp. New York, 1877. Scribner, Armstrong & Co. \$1.25.

Mr. FELTER is the author of a series of Arithmetics. Mr. FARRAND is principal of the Newark Academy. The *New Intermediate* and the *Advanced Arithmetic* form one systematic and connected treatise. The special aim of the course is to make the pupil quick and accurate in calculation. This is effected by the introduction of drill card exercises, which are arranged to furnish any desired amount of practice in computation. Oral and written work are combined. The *New Intermediate* and a part of the *Advanced Arithmetics* are combined in a single volume called the *Complete Arithmetic*.

Richard Gilmour. — *The Fifth Reader.* (Catholic National Series.) 12mo. 464 pp. New York, Cincinnati, and St. Louis, 1877. Benziger Brothers. Half leather, cloth sides, \$1.25.

The compiler of this series is the Roman Catholic Bishop of Cleveland. The *Fifth Reader* is the concluding book of the National Series, and accordingly contains selections of the most advanced character found in school readers. The selections have been chosen with the view to give variety of style and thought, to furnish moral and religious instruction to the pupils, and to strengthen their patriotism. In furtherance of these two aims, Roman Catholic and, especially, American writers are largely represented.

William W. Goodwin and Joseph H. Allen. — *A Greek Reader consisting of selections from Xenophon, Plato, Herodotus, and Thucydides.* 12mo. 384 pp. Boston, 1877. Ginn & Heath. Half morocco, \$1.50.

Of the editors of this work, Mr. GOODWIN is Eliot professor of Greek literature in Harvard University, and Mr. ALLEN is one of the editors of the *Allen and*

Greenough series of text-books. The *Reader* is designed to supply an equivalent for Xenophon's *Anabasis*, by substituting for this single work a selection from the works of several authors, embodying a variety of styles and a diversity of incidents. Prominence is given to the works of Xenophon and Herodotus on account of the better adaptation of their style to the capacity of students. The selections embrace characteristic passages from the four authors who are named in the title, including the third and fourth books of the *Anabasis*, with selections from the *Hellenica* and *Memorabilia* of Xenophon; short extracts from Plato; abridged accounts of the Greek and Persian wars, from Herodotus; and a selection from Thucydides, abridged so as to omit the passages most difficult of construction.

Samuel S. Greene.—*Thought and Expression, or the Child's First Book in Written Language*. 16mo. 111 pp. Philadelphia, 1877. Cowperthwait & Co. Boards.

The author has published several works on English grammar and analysis. This work is based upon the method of teaching which habituates the child to regard the written word as a unit, that is, as the visible representative of the thought which it is designed to express, and seeks to prevent the pupil's attention from being distracted from the comprehension of the thought as a single whole by a consideration of the details of spelling. The method consists in the teachers' writing upon the blackboard the word, and pointing to the object which it represents, thus causing the two to be associated in the mind of the pupil. The pupil is then taught to repeat the word, and afterward to copy it, always connecting it with the idea of the object rather than with that of the letters of which it is composed. The tendency of this method is to clearness of conception, and hence to strength and accuracy of expression.

D. S. Gregory.—*Christian Ethics; or, the True Moral Manhood and Life of Duty*. 12mo. 352 pp. Philadelphia, 1878. Eldredge & Brother. Cloth, \$1.50.

The author is professor of mental science and English literature in the University of Wooster, Ohio. In this treatise, he aims to present a full and fresh exposition of the science of ethics in view of the questions and discussions of the present day. In the first part, *theoretical ethics*, is considered the nature of the moral agent, the nature of virtue, or the dutiful in conduct, and the philosophy of duty. In the several divisions of the second part, upon *practical ethics*, are discussed individual ethics, or duties toward self; social ethics, or duties toward mankind; and theistic ethics, or duties toward God. This part is adapted to the use of younger pupils, while the entire work is designed for seminary or college classes.

John Groesbeck.—*Practical Book-keeping, Single and Double Entry*. College edition. 8vo. 255 pp. Philadelphia, 1876. Eldredge & Brother. Half leather, cloth sides, \$1.80.

The author is principal of a commercial college in the city of Philadelphia, and the author of a commercial arithmetic and business manual. His object has been to give an exposition of the science of book-keeping "in accordance with the best forms and methods in actual use among business men." The work provides six specimen sets of books, as they are used in business houses, beginning with the simplest set, in single entry, of the small shopkeeper, and proceeding gradually to those of a more complicated character and relating to larger business.

George Grove.—*Geography*. 18mo. 126 pp. New York, 1887. D. Appleton & Co. Cloth, \$0.45.

This is one of the series of *History Primers*, edited by JOHN RICHARD GREEN, and belongs to a class of

works which aim to present clear, comprehensive, and intelligible views of the several sciences within the compass of between one hundred and one hundred and fifty pages. This treatise consists of four chapters, of which the special subjects are: Maps and Map Making; The Earth; The Ocean; and Features of the Earth. A few important tables are given in an appendix.

Arnold Guyot.—*Guyot's New Intermediate Geography*. 4to. 98 pp. New York, 1875. Scribner, Armstrong & Co. Boards, \$1.50.

The author is well known as a teacher of geography and a writer upon the science, and by his series of school geographies in common use. The *New Intermediate Geography* is an expansion of the *Intermediate Geography* which was published in 1867, but is designed to be sufficiently complete and full to furnish in a single course all the geographical knowledge which the great body of pupils in intermediate and common schools need, or have the opportunity to acquire. Prominence is given to the location, commercial relations, and commercial and industrial importance of civilized countries and populous cities, and to the natural channels of trade. The shading of the principal maps exhibits the general features of the physical geography of the countries represented.

S. S. Haldeman.—*Outlines of Etymology*. 12mo. 113 pp. Philadelphia, 1877. J. B. Lippincott & Co. Cloth, \$1.00.

The author is professor of comparative philology in the University of Pennsylvania and president of the American Philological Association, 1876-77. His design, in this volume, is to teach etymology as other sciences are taught. An introductory chapter is devoted to the historical treatment of the words used in speech. In the next chapter, phonology, or the science of vocal sounds as used in speech, is presented; and, in the subsequent chapters, morphology, or the form of words and their modification by various processes, and the subjects of grammar, analysis, affixes, derivation, and synonymy, are discussed.

Edward Hart.—*A Hand-Book of Volumetric Analysis. Designed for the use of Classes in Colleges and Technical Schools*. 12mo. 326 pp. New York, 1878. John Wiley & Sons. Cloth, \$2.50.

The author is professor of chemistry in the Johns Hopkins University. The work is intended to serve as a hand-book for the use of those who are much occupied with volumetric work. The methods described are, in great part, general, and have been carefully selected and brought up to date. In the two principal divisions, are given directions for the selection of apparatus, correction of errors, preparation of solutions, etc., and the methods of estimating the elements and their more important compounds.

David Greene Haskins.—*A Brief Account of the University of the South*. 12mo. 47 pp. New York, 1877. E. P. Dutton & Co. Paper, \$0.15.

This pamphlet of forty-seven pages gives a narrative of the history, with an exposition of the plan, of the university founded by the Protestant Episcopal Church at Sewanee, Tenn., with illustrations.

John C. Henderson, Jr.—*Our National System of Education. An Essay*. 16mo. 136 pp. New York, 1877. Dodd, Mead & Co. Cloth, \$1.00.

This is an essay in behalf of the adoption of a national system of education, in favor of which it presents a variety of facts and arguments derived from an extensive reading upon the subject. It cites the opinions of the fathers of the Republic on education, notices the condition of the schools in the different states, points to the fruits of common-school education as exemplified in the careers of some distin-

guished American citizens, compares the conditions of knowledge and ignorance in those European countries in which public schools have and have not been established, and considers the declarations and propositions that have been made in favor of the national system in the United States.

T. Henderson. — *New Developments in Algebra*. 12mo. 102 pp. Philadelphia, 1877. Claxton, Remsen & Haffelfinger. Halfroan, \$1.00.

Mr. HENDERSON is also the author of *A Comprehensive English Grammar*. The present work is designed to abridge the labor of solving algebraic problems by means of special rules, hints, and suggestions, many of which are not given in other works on this subject. It is intended to be used in connection with any of the standard text-books on algebra, and to supplement them. It comprehends a full treatment of all the topics usually included in algebraic treatises, with a clear exposition of Sturm's Theorem and Horner's Method, and other matters pertaining to the higher equations.

P. Henn. — *Ahn's Complete Method of the German Language. Part First: Ahn's Rudiments of the German Language. First Course* comprising the First and Second German Books. 192 pp. *Part Second: Ahn's Rudiments of the German Language. Second Course* comprising the Third and Fourth German Books. 12mo. 270 pp. New York, 1876. E. Steiger. Halfroan, \$1.75.

This work is based upon AHN's method of teaching foreign languages (see art. AHN in *Cycl. of Ed.*), but in all other respects it is an original work. Special attention is given, from the start, to teaching the use of German script, for which purpose copious examples in this type are introduced. In selecting pieces for translation, the author has throughout followed the principle to use expressions in every-day use, and to confine the additional fresh words in every successive exercise to a small number. In recognition of the importance which colloquial exercises have in the study of foreign languages, the author has given prominence to the colloquial style in the selection of sentences. The entire series has been prepared in accordance with the plan of instruction arranged by the City Superintendent of New York for the schools of that city, and has gradually worked its way into almost every public school of New York. The special aim of the author, in the second course, has been to reduce the complex matter of German inflection to its appropriate place and space in the study of the language, and to present a clear system of syntax, freed from needless complications and niceties. For the benefit of classes using the series, the four books into which it is divided, are also bound separate, the First Book containing pp. 1 to 64, the Second pp. 65 to 191 of the First Course; the Third Book pp. 1 to 90, and the Fourth pp. 91 to 270 of the Second Course. Vocabularies are added containing all the words which occur respectively in the First and Second Course with only the meanings used in the translation exercises of the work. — Three *Keys* are published to assist teachers and private students in the use of this work; namely, *Key to Ahn's Rudiments of the German Language* (The First and Second German Books). 12mo. 50 pp. Boards, \$0.75. *Key to Ahn's Third German Book*. 12mo. 34 pp. Boards, \$0.25. *Key to Ahn's Fourth German Book*. 12mo. 35 pp. Boards, \$0.25.

P. Henn. — *Ahn's First German Reader. With Notes and Vocabulary.* — *The same.* With Foot-notes and Vocabulary. Each edition 12mo. 151 pp. New York, 1875. E. Steiger. Boards, \$0.60. — *Key to same* 61 pp. 12mo. Boards, \$0.30.

P. Henn. — *Ahn's Second German Reader. With Notes and Vocabulary.* — *The same.* With

Foot-notes and Vocabulary. Each edition 12mo. 327 pp. New York, 1877. E. Steiger. Boards, \$1.00. — *Key to same*. 12mo. 146 pp. Boards, \$0.50.

In the preparation of these *Readers*, particular attention has been given to three points: (1) the selection of lessons adapted to the capacity of children, yet elevating and instructive; (2) their strict gradation, so that the pupil may almost insensibly overcome difficulties as he proceeds; (3) the necessary help to the pupils in the numerous difficulties that arise in every reading. This help is afforded in notes which explain every new word, phrase, and idiom which may be introduced, and in a vocabulary which contains every word and idiom in the text. Each *Reader* is published in two different editions. In one, the notes are placed on each page under the text, for the convenience of those who are of opinion that the pupil should have his main vocabulary before him on the page. In the other, the notes are placed immediately at the end of the text, in order to insure a thorough study of the lesson. In the second *Reader*, newspaper paragraphs and business forms are introduced to show the best present usage in regard to these subjects. In both *Readers*, conversational exercises are given on some of the lessons, to serve as a guide in conducting exercises of this kind. A *Key* is published to each of the *Readers* as an aid to teachers, and with a special view to self-instruction.

P. Henn. — *A Systematic Synopsis of German Grammar, being a comprehensive compilation of all the rules taught and exemplified in Ahn's Rudiments of the German Language, with References to the Exercises on such Rules*. 12mo. 127 pp. New York, 1877. E. Steiger. Boards, \$0.60.

This work is intended to be a companion of AHN's *Rudiments of the German Language* by the same author, for the special use of advanced scholars who, toward the end of the course, desire to have an easy review of the whole grammatical ground previously traversed. It, therefore, employs the synthetic method, while the analytic form is adopted in the *Rudiments*. In addition to the two departments of grammar proper, etymology and syntax, it contains a brief exposition of the principles of German orthography and an alphabetical list of the strong and irregular verbs.

P. Henn. — *Ahn's Practical and Easy Method of Learning the French Language. First Course*. 12mo. 94 pp. Boards, \$0.40. *Second Course*. 12 mo. 204 pp. Boards, \$0.60. *First and Second Course bound together*. Halfroan, \$1.00. New York, 1874. E. Steiger. — *Key to First Course*. 55 pp. Boards, \$0.25. — *Key to Second Course*. 48 pp. Boards, \$0.25.

In addition to the matter found in other editions of AHN's *Method of Learning French*, this work contains a rudimental treatise on French pronunciation, complete paradigms of declensions and conjugations, in so far as they occur in the book itself, and full and accurate vocabularies of both the English and French words used in the exercises. The Second Course contains copious exercises on each of the irregular verbs, a series of conversations, a synopsis of the elements of French grammar, and a full and detailed index of subjects.

P. Henn. — *Ahn's First French Reader. With Notes and Vocabulary.* — *The same.* With Foot-notes and Vocabulary. — Each edition 12mo. 134 pp. New York, 1875. E. Steiger. Boards, \$0.60. — *Key to same*. 12mo. 56 pp. Boards, \$0.30.

The main object of the author has been to supply matter adapted to the capacity of young people,

yet interesting, elevating, and instructive. In the opinion of the author, this principle has been lost sight of in the compilation of nearly all the *French Readers* published, since they present nothing but strictly classical pieces, and thus make demands on the pupil which, both as regards matter and style, are far beyond his powers. In regard to the gradation of lessons, the arrangement of notes and the vocabulary, the issue of two different editions, one with foot-notes on each page, the other with notes following the text, the same plan has been followed as in the preparation of the author's two *German Readers*. In the preceding notice of the latter, the author's views in regard to this have been sufficiently explained.

David J. Hill. — *The Science of Rhetoric; an Introduction to the Laws of Effective Discourse.* 12mo. 304 pp. New York, 1877. Sheldon & Co. Cloth, \$0.83 (for introduction).

The author is a professor in the university at Lewisburg. This book is designed to furnish a systematic presentation of the laws of discourse, for advanced classes, and is intended to discuss the subject of rhetoric in such a manner as to combine the best results of earlier writers with the doctrines of recent scholars. It is claimed for it, that it properly marks the sphere of rhetoric, and shows its relations to other sciences; that it embodies the best views of ancient and modern writers; that it refers the rules of discourse to the established laws of mind and of language; that it is arranged with adaptation to the topical mode of recitation; and that it furnishes materials for exercises in criticism and construction.

Harry Blake Hodges. — *A Course in Scientific German.* 12mo. 104 pp., (and vocabulary 69 pp.) Boston, 1877. Ginn & Heath. Cloth, \$1.25.

The author is instructor in chemistry and German in Harvard University. German scientific works abound in terms and forms of expression which are strange to one who knows the language only from its polite literature, and to the use of which this work is intended as a guide. It contains exercises in German and English, consisting of sentences selected and arranged from standard text-books on Physics, Chemistry, Mineralogy, and Botany, each subject being arranged by itself. It also contains a collection of articles on scientific subjects, by distinguished scientists of Germany. A vocabulary furnishes the meanings of about twenty-five hundred words and phrases.

James H. Hoose. — *Studies in Articulation: A Study and Drill Book in the Alphabetic Elements of the English Language.* 3d edition. 18mo. 70 pp. Syracuse, N. Y., 1877. Davis, Bardeen & Co. Cloth, \$0.30.

The author of this work is principal of the State Normal School at Cortland, N. Y. The work is designed as a practical manual and guide to clear, accurate articulation. It takes up the sound of each vowel, diphthong, and consonant, carefully analyzes and distinguishes it, and shows its proper use by a number of illustrative words, among which are included many that are commonly mispronounced.

Edwin J. Houston. — *The Elements of Physical Geography,* for the use of schools, academies, and colleges. 8vo. 158 pp. Philadelphia, 1878. Eldredge & Brother. Half leather, \$1.50.

The author is professor of physical geography and natural philosophy in the Central High School of Philadelphia. The subject is considered in six parts, subdivided into sections and chapters. The parts relate to the Earth as a planet; the Land (describing both the surface of the earth and its geologic structure); the Water (continental waters and oceanic waters); the Atmosphere (with a section treating of the moisture of the atmosphere); Organic Life (plant life and animal life); and the Physical Features of the United

States. Each part is accompanied with a special syllabus, a review, and map questions; and a general syllabus, general review, and map questions. Pronouncing and etymological vocabularies and statistical tables are given at the end. The maps exhibit the volcanoes, regions of earthquakes, ocean areas and river systems, ocean currents, isothermal lines, winds, rain, and ocean routes, the distribution of plants and animals, the races of men, and the mean tracks of storm centers and areas of low barometer. A physical map of the United States is also given.

Henry N. Hudson. — *Classical English Reader. Selections from Standard Authors.* 12mo. 452 pp. Boston, 1878. Ginn & Heath. Half leather, \$1.25.

Mr. Hudson is the author of lectures on Shakespeare, and of other studies in English literature. The selections in this work are made from the best specimens of English literature — "from books that have already lived so long as to afford some fair guarantee that they will not soon die"; and the choice has been made on the twofold ground of intrinsic merit and of fitness for the purposes of the volume, regard being had to variety of matter, style, and authorship.

Elisha Jones. — *First Lessons in Latin.* 12mo. 248 pp. Chicago, 1878. S. C. Griggs & Co. Cloth, leather back, \$1.50.

The author is acting assistant professor of Latin in the University of Michigan. The lessons aim to make the beginner in Latin familiar with the ordinary inflections and the simpler principles of the syntax of the language, and to teach him words and expressions from Caesar's Commentaries, so as to prepare him for the successful study of that book. The body of the work consists of exercises in phrases, clauses, and sentences formed upon the model of those in Caesar's Commentaries, to be used in connection with any of six specified Latin grammars. The lessons are intended to occupy one year of study.

John Kennedy. — *The Philosophy of School Discipline.* 18mo. 32 pp. Syracuse, N. Y., 1877. Davis, Bardeen & Co. Flex., \$0.15.

This pamphlet is a reprint of a paper read at the meeting of the New York State Teachers' Association, July 25th, 1877. It is published tentatively, with the view to obtain any suggestions or conclusions which the educational public may make upon it.

L. R. Klemm. — *Les- und Sprachbuch für deutsch-amerikanische Schulen.* 12mo. I. Kreis. 80 pp. Boards, \$0.30; II. Kreis. 86 pp. Boards, \$0.35; III. Kreis. 116 pp. Boards, \$0.40; IV. Kreis. 152 pp. Boards, \$0.45; V. Kreis. 164 pp. Boards, \$0.50; VI. Kreis. 188 pp. Boards, \$0.55; VII. Kreis. 260 pp. Boards, \$0.75. New York, 1876—7. Henry Holt & Co.

As the title of the work indicates, it has been specially prepared for American children of German parentage, who possess a knowledge of German as their mother-tongue upon entering school. Its object is to develop that knowledge, so as to give to this class of pupils a mastery of the German tongue. Following the method of concentric circles, which in Germany comes into extensive use in language lessons as well as in other studies (see the art. CONCENTRIC CIRCLES), the whole matter to be taught is divided into eight circles, each of which is to be used during one year. The first circle contains a primer according to Vogel's *Elementarmethode*, for a full account of which the teachers are referred to Klauwell's *Erstes Schuljahr*, one of Germany's most celebrated pedagogical manuals. The following circles give a combination of exercises in reading, speaking, and translating, with constant hints for young teachers in regard to the use of the book. In the fifth and following circles, an outline of grammar, based on the German grammar of Panitz, is added to the other classes of exercises, and greater prominence is given to the writing of com-

positions. The whole series proceeds from a long personal experience which the author acquired first as teacher of a German-American school, and subsequently as supervising principal of the German department of the public schools of Cleveland, Ohio.

Maria Kraus-Boelte and John Kraus. — *The Kindergarten Guide. An Illustrated Hand-Book. Designed for the Self-Instruction of Kindergartners, Mothers, and Nurses.* 8vo. No. I. The First and Second Gifts. With 50 illustrations. 26 pp. Paper, \$0.35; cloth, \$0.65. No. II. The Third, Fourth, Fifth, and Sixth Gifts. With 497 illustrations. 118 pp. Paper, \$0.70; cloth, \$1.00. No. III. The Seventh Gift. The Tablets. With 500 illustrations. 92 pp. Paper, \$0.50; cloth, \$0.80. New York, 1877. E. Steiger.

This *Guide* is the result of twenty years' experience, in Germany, England, and America. The plan of this work has been gradually developed so as to meet numerous and urgent requests for information on the kindergarten. As a reply to these requests, the work is designed to supply the pupils of the training class conducted by the authors with a manual; mothers, in all parts of the country, with information minute enough to supply the place of personal observation; nurses, with the means of making the nursery more and more attractive; and all persons interested in the kindergarten, with a better understanding of Froebel's system. In addition to the above 3 numbers, which appeared in the course of the year 1877, the following are announced: IV. The Connected Slat. Slat-Interlacing. Stick-Laying. V. Ring-Laying. Thread-Game. The Point. VI. Perforating. Sewing. VII. Drawing. Painting. VIII. Mat-Plaiting. Paper-Interlacing. IX. Paper-Folding. Paper-Cutting, and Paper-Mounting. Silhouetteing. X. Peas (Cork) Work. Card-board-Work. Modeling. XI. Stories, Music, Games, Conversational Lessons, Discipline, Care of Plants and Animals, etc. Each number will contain a large number of illustrations.

Edward M. Lancaster. — *A Manual of English History, for the Use of Schools.* 12mo. 324 pp. New York, 1877. A. S. Barnes & Co. Cloth, \$1.25.

The author who is principal of the Stoughton School, Boston, Mass., has prepared this manual to meet the wants of those schools whose limited time forbids an extended course of study. He has therefore sought to arrange the essential facts of English history in the briefest manner consistent with clearness. The growth and development of civil and religious liberty receive particular prominence as constituting the most valuable lessons to be learned by American youth from the history of the mother country. An historical map of the British Isles gives the most memorable localities and dates. A genealogical table traces the descent of Queen Victoria from Egbert, the first king of England. A topical index refers to the principal events of every reign. The alphabetical index of proper names gives the pronunciation wherever it appears necessary. The book closes with a list of the cardinal dates of English history.

Benson J. Lossing. — *An Outline History of the United States for Public and other Schools; from the Earliest Period to the Present Time.* 12mo. 408 pp. New York, 1878. Sheldon & Co. Cloth, \$0.75 (introduction price).

The author is well known by his larger works on special subjects of American history. The present book is intended to present a clear and concise narrative, full and attractive, and at the same time occupying little time in the routine of the school work. The specially indicated characteristics of the work are the use of few words; arrangement in short sentences; typographical distinctions of the

more important events; full questions; pronouncing vocabularies; a synopsis of topics at the close of each section; an outline history of important events at the close of every chapter; topical review questions at the close of the volume; and illustrations, maps, charts, etc., explanatory of the text. The constitution of the United States and biographical notices of the most distinguished persons in American history are embodied in the volume.

S. McCutcheon and G. M. Sayre. — *The New American Arithmetic.* 12mo. Part I, 84 pp. \$0.24; Part II, 120 pp. \$0.38; Part III, 192 pp. \$0.52; Key, 111 pp. \$0.75. Philadelphia, 1877. J. H. Butler & Co. Half leather.

The series consists of three parts in three separate volumes, of which the second and third are also bound together as the *New American Practical Arithmetic*, and a *Key* to the last. The aim of the authors has been to give nothing but what is actually needed, and to include in three volumes all the arithmetic required in the course of school study. The first part gives practical exercises only, presenting oral and written exercises on alternate pages, and is confined to the four simple rules. The second part proceeds to problems in United States money, common fractions, bills and accounts, denominate numbers, and decimal fractions. The third part embraces the other departments. The last chapter explains the metric system.

Malcolm MacVicar. — *A Complete Arithmetic, Oral and Written.* 12mo. 394 pp. New York, 1876. Taintor Brothers, Merrill & Co. Half leather, cloth sides, \$0.90.

The author is principal of the State Normal School at Potsdam, N. Y. He seeks in his work to present each subject in such a manner as to lead the pupil from the preparatory steps and propositions to grasp with readiness the more complex and difficult processes; to present, wherever it can be done, each process objectively; to furnish a systematic drill; and to arrange the pupil's work so that he shall acquire such a knowledge of principles and facts, and receive such mental discipline, as shall fit him properly for the study of the higher mathematics.

L. H. Mahan and Daniel F. Thompson. — *Industrial Drawing.* 8vo. 209 pp. New York, 1877. John Wiley & Sons. Cloth, \$3.00.

Prof. MAHAN's *Industrial Drawing* has been for many years a standard text-book in the schools in which that science is taught. The editor of the present edition, Prof. DANIEL F. THOMPSON, is professor of descriptive geometry, stereotomy, and drawing in the Rensselaer Polytechnic Institute, Troy, N. Y. He has added chapters on Tinting, Shadow, Shading, Isometric Drawing, Oblique Projection, and Perspective, has rewritten and enlarged the chapters on Drawing Instruments and their uses, and has made other changes and additions.

D. H. Mahan and De Volson Wood. — *A Treatise on Civil Engineering.* 8vo. 607 pp. New York, 1875. John Wiley & Sons. Cloth, \$5.00.

Dr. MAHAN was for many years professor of civil engineering in the Military Academy at West Point, N. Y., and was the author of several works pertaining to that science, of which his *Civil Engineering* has been long and well known as a standard text-book. A revision of the work, introducing more complete and thorough mathematical analysis in addition to the descriptive matter which was a prominent feature of the first edition, was begun by Prof. MAHAN before his death. It has been completed, and is given in the present volume, by Prof. DE VOLSON WOOD, who is professor of mathematics and Industrial Drawing in the Stevens' Institute of Technology, and was formerly professor of civil engineering in the University of Michigan; and is also the author of treatises

on the Resistance of Materials, and on Bridges and Roofs. The completed revision is given in the present volume.

B. von Marenholtz-Bülow. — *Reminiscences of Friedrich Froebel*. Translated by Mrs. HORACE MANN. With a Sketch of the Life of Friedrich Froebel, by EMILY SHIRREFF. 12mo. 359 pp. Boston, 1877. Lee & Shepard. Cloth, \$1.50.

MADAME MARENHOLTZ-BUELOW is generally regarded as one of the foremost, if not the foremost, of the disciples of Froebel. (See her biographical sketch in the art. BIOGRAPHY, EDUCATIONAL.) The combination of the names of Froebel and Marenholtz-Bülow is sufficient to secure for this work a prominent place in the educational literature of 1877. The reminiscences extend from "the first meeting with Froebel" (chap. i) to the "Last Days of Froebel" (ch. xix), and embrace conversations with a number of distinguished Germans, as Diesterweg (ch. iii), Dr. Wichard Lange (ch. xii), and Varnhagen von Ense (ch. xvii). An appendix to the work contains a paper read by Mrs. Emily Shirreff, president of the Froebel Society of London, and author of *The Kindergarten, Principles of Froebel's System*, and *Intellectual Education of Women*, at the monthly meeting, June, 1876.

Emma Marshal. — *A History of France*, adapted from the French for the Use of Children. 16mo. 362 pp. New York, 1877. E. P. Dutton & Co. Cloth, \$1.00.

The author is also author of *Life's Aftermath*. The narrative of this history has been partially founded on that of Mr. Lamé Fleury, which has been popular with French youth for many years. The latter part of the book, from the Reformation to the present time, has been rewritten, a concluding chapter has been added, and the whole has been carefully revised. A liberal use has been made of the most romantic incidents of the several periods of the history.

A. B. Meservey. — MESERVEY'S *Book-keeping, Single and Double Entry*. 156 pp. Boston, Thompson, Brown & Co. \$1.00

The author is principal of the New Hampton Literary Institution, New Hampton, N. H.. The work is the result of twenty-five years of experience in teaching the science of book-keeping. It is intended to be easy enough to be readily comprehended, yet sufficiently difficult to require careful study.

The Model Copy Books. In six numbers. New York, 1878. D. Appleton & Co. @ \$0.10

These works treat penmanship as an art chiefly mechanical. The small letters are regarded as practically resolvable into three elementary lines, which are called constructive lines, the relations of which to each other determine the division of the alphabet into three groups for the purposes of the lessons. Each group is represented by a *model letter*, which is made the basis of study and analysis for the derivation of the principles to be applied to the other letters of the group. The capital letters are treated in a similar manner. By the device of "sliding copies" the models are kept before the pupil immediately over the lines of practice.

Lewis B. Monroe. — *The First Reader*. 16mo. 96 pp. Philadelphia. Cowperthwait & Co. Boards, \$0.27

MR. MONROE is author of a series of *Readers*, to which this is the introduction. "Step by step," is the motto of the series. The work contemplates the use of object teaching in connection with the first lessons in reading, and the presentation of every new word to the pupil in conversation before he meets it in type. The first part of the *First Reader* contains exercises in reading in words of one syllable advancing to two syllables; the second part furnishes stories and poems in words of one and two syllables, and lessons in script.

W. L. Montague. — *A Manual of Italian Grammar, with Comparative Tables and Historical Remarks*. 12mo. 110 pp. New York, 1878. Henry Holt & Co. Half leather, \$1.25.

The author is professor of French, Italian, and Spanish in Amherst College. This grammar is designed especially for those who wish to gain in a short time some knowledge of the Italian, not for the purpose of speaking the language, but for reading its literature. A short sketch of the history of the formation of the language is also given.

Achille Motteau. — *Petites causeries, or Elementary English and French Conversation for Young Students and House Teaching*. 12mo. 150 pp. New York, 1877. D. Appleton & Co. Cloth, \$1.00.

This work is intended to teach children by easy steps to talk French, and to understand the language when spoken. It begins with easy lessons containing short sentences formed upon familiar models, and so framed that a variety of sentences can be composed upon a single model. The second part contains longer sentences arranged so as to form dialogues; and the third part furnishes forms for children's letters.

Henry C. Northam. — *Civil Government for Common Schools*. 18mo. 95 pp. Syracuse, N. Y., 1877. Davis, Bardeen & Co. Cloth, \$0.75.

The author of this work is a conductor of teachers' institutes. The volume contains a set of questions and answers upon the civil divisions, and the functions of the civil and judicial officers, of the state of New York, prepared as a manual for public instruction in the state. A comparison between the state and national governments, also the constitution of the state of New York, is appended.

Edward Olney. — *A Primary Arithmetic*. 12mo. 150 pp. \$0.20 (for introduction). — *The Elements of Arithmetic*. 12mo. 388 pp. \$0.53 (for introduction). — *The Science of Arithmetic for High Schools, Normal Schools, Preparatory Departments to Colleges and Academies*. 12mo. 294 pp. New York, 1876. Sheldon & Co. \$0.80 (for introduction).

The author is professor of mathematics in the University of Michigan. The *Primary Arithmetic* and the *Elements* constitute a series intended to furnish all the arithmetic needed for a good English education, or for admission to a college or university. The *Primary* book is illustrated with object lessons, and practical expedients to impress the nature of the operations vividly on the mind of the pupil.

For the *Elements*, it is claimed that it combines and assimilates the processes of mental and written arithmetic so as to present the subject as a unity. Several practical subjects are discussed which are omitted from many other books; such as the common methods of making change, processes in discount, in the measurement of logs, etc. The metric system is presented with the abbreviated nomenclature and other abbreviations adopted by the American societies to promote its introduction. — *The Science of Arithmetic* is designed for pupils who seek a more extended study than is provided for in the public schools.

Emil Otto and Edward S. Joynes. — *Introductory French Reader*. By DR. EMIL OTTO, edited, with notes and a vocabulary, by EDWARD S. JOYNES, professor of modern languages, Vanderbilt University. 12mo. 163 pp. New York, 1877. Henry Holt & Co. Cloth, \$1.00.

The aim of this work is to offer a sufficient selection of easy reading, to be used after having studied the first outline of the grammatical forms, and along with the further study of the grammar. The lessons begin

with a section which is furnished with an interlinear translation, advance to selections of a gradually more elaborate character, and close with poetry.

Emil Otto, Rodas Marsie, and Edward S. Joynes.—*Exercises for Translating English into German.* 12mo. 167 pp. New York, 1878. Henry Holt & Co. Cloth, \$1.00.

Dr. Otto is the author of several text-books in modern languages, which have been published in the United States under the editorship of Prof. JOYNES, professor of modern languages in Vanderbilt University, as the JOYNES-OTTO Series. The present work is based upon Dr. Otto's *Materials for Translating English into German*; but the helps for the learner have been modified, so as to make them more in conformity with American requirements. The references (to Otto's and Whitney's grammars) are fuller than in that work, and a full vocabulary has been added. The exercises consist of short stories and anecdotes, letters, and historical extracts. Notes and a vocabulary are furnished by RODES MARSIE, professor of modern languages in Richmond College.

Papers on Education. First Series. No. 1.—18. 12mo. New York, 1877. E. Steiger. A series containing pamphlets aggregating not less than 600 pp., supplied at the rate of \$0.50.

Under this title, the publisher has issued a selection of papers on educational topics, which in his opinion deserve, on account of their permanent importance, the widest possible distribution. This wide circulation the publisher hopes to secure by issuing them in a separate, convenient, attractive, and yet inexpensive form. The price has, therefore, been fixed so low as barely to cover the cost of production. In January, 1878, the following pamphlets were ready: 1. *The Science and Art of Education.* A Lecture.—*Principles of the Science of Education.* A Paper. By JOSEPH PAYNE, Professor of the Science and Art of Education in the College of Preceptors, at London. (36 pp. 5 cts.; 10 copies 41 cts.) 2. *Teaching Color.* Extracts from Lectures. By NORMAN A. CALKINS, Assistant Superintendent of Schools, New York City. (28 pp. 4 cts.; 10 c. 33 cts.) 3. *The Kindergarten engrafted on the American Public-School System.* Extracts from Official Reports on the Public Kindergartens of St. Louis, Mo. (16 pp. 3 cts.; 10 c. 21 cts.) 4. *Waste of Labor in the Work of Education.* An Address. By P. A. CHADBOURNE, President of Williams College, Williamstown, Mass. (20 pp. 2 cts.; 10 c. 26 cts.) 5. *History of the Philosophy of Pedagogics.* A Lecture. By CHARLES W. BENNETT, Professor of History and Logic in Syracuse University. (24 pp. 3 cts.; 10 c. 30 cts.) 6. *A few Words to Parents.* [A plea for the simultaneous education of head and hand.] (8 pp. 1 ct.; 10 c. 8 cts.) 7. *Moral Education in the Public Schools.* A Paper. By WILLIAM T. HARRIS, Superintendent of the Public Schools of St. Louis, Mo. (24 pp. 3 cts.; 10 c. 30 cts.) 8. *Pestalozzi; the Influence of his Principles and Practice on Elementary Education.* A Lecture. By JOSEPH PAYNE, Professor of the Science and Art of Education in the College of Preceptors, at London. (24 pp. 3 cts.; 10 c. 30 cts.) 9. *Common-School Teaching.* A Lecture. By HENRY KIDDLE, Superintendent of Schools, New York City. (44 pp. 5 cts.; 10 c. 48 cts.) 10. *The Claims of Froebel's System to be called the "New Education."* A Paper. By Miss EMILY SHIRREFF, of London. (24 pp. 3 cts.; 10 c. 30 cts.) 11. *The Political Economy of Higher and Technical Education.* An Address. By HOWARD A. M. HENDERSON, Superintendent of Public Instruction of the State of Kentucky. (24 pp. 3 cts.; 10 c. 30 cts.) 12. *Education and Crime.* A Paper. By S. H. WHITE, Principal of Peoria County Normal School, Illinois. (16 pp. 3 cts.; 10 c. 22 cts.) 13. *The Kindergarten and the Mission of Woman; my Experience as Trainer of Kindergarten-Teachers in this Country.* An Address. By MRS. MARIA KRAUS-BOELTE, of New York City. (20 pp. 3 cts.; 10 c. 26 cts.) 14. *A Vindication of the Common School, Free High School, and Normal School*

Systems of Education, as they exist in the State of New York. A Paper. By J. H. HOOSE, Principal of the State Normal and Training School, Cortland, N. Y. (36 pp. 5 cts.; 10 c. 41 cts.) 15. *Child Culture.* An Address. By Prof. EZRA S. CARR, Superintendent of Public Instruction of the State of California. (24 pp. 3 cts.; 10 c. 30 cts.) 16. *The Relations of Higher Education to National Prosperity.* An Oration. By CHARLES KENDALL ADAMS, Professor of History in the University of Michigan. (28 pp. 4 cts.; 10 c. 33 cts.) 17. *The Kindergarten; its Place and Purpose.* An Address. By JAMES HUGHES, Inspector of Public Schools and President of the Teachers' Association of the Province of Ontario. (48 pp. 6 cts.; 10 c. 52 cts.) 18. *The Legal Prevention of Illiteracy.* A Paper. By B. G. NORTHRUP, Secretary Connecticut State Board of Education. (32 pp. 4 cts.; 10 c. 37 cts.)

J. Daniel Pratt.—*The Regents' Questions, 1866—77.* 18mo. 158 pp. Syracuse, N. Y., 1877. Davis, Bardeen & Co. Cloth, \$1.00.

The compiler of this work is assistant secretary to the Regents of the University of the State of New York. The work contains the questions in arithmetic, grammar, and geography, which have been used by the Regents in their examinations of the academic pupils of the union schools and academies of the state. These questions, covering, as they do, all the preliminary studies required for admission to the University, are designed to assist teachers in preparing their pupils for admission to academic classes.

G. P. Quackenbos.—*American History for Schools.* 12mo. 330 pp. New York, 1877. D. Appleton & Co. Half leather, cloth sides, \$1.25.

Dr. QUACKENBOS is widely known as an author of standard text-books. Among them are an illustrated *School History of the United States*, and an *Elementary History of the United States*. The present work is of an intermediate character. It is entirely new, freshly compiled, and different from, and independent of, the other histories. Attention has been given to the description of the state of society at different times, to an account of the more important inventions and discoveries. Topical reviews are appended to each of the chapters.

Albert N. Raub.—*The Elementary Arithmetic, Oral and Written.* 12mo. 164 pp. Half leather, \$0.50.—*The Complete Arithmetic, combining Oral and Written Exercises in a Natural and Logical System of Instruction.* 12mo. 333 pp. Philadelphia, 1877. Porter & Coates. Half leather, \$1.25.

The author is principal of the Central Pennsylvania State Normal School. These two books, embodying the fruit of his twenty years' experience as a practical teacher, comprise all the text-books which he believes to be essential for a shorter course in arithmetic. They present oral and written exercises in constant association through the course. The problems are drawn from the various business interests of life, and the endeavor has been made to present all the points and questions so as to teach the pupil to give his own explanations of the solutions, and ultimately to frame his own rules.

Joseph Ray.—*New Primary Arithmetic.* 16mo. 94 pp. Boards, \$0.18 net.—*New Intellectual Arithmetic.* 16mo. 140 pp. Boards, half leather, \$0.28 net.—*New Practical Arithmetic.* 16mo. 336 pp. half leather, \$0.45 net. Cincinnati & New York, 1877. Van Antwerp, Bragg & Co.

The author was professor in Woodward College. His *Arithmetics* have been before the public for many years, have found an extensive use, and have become generally known. The present editions have been

revised and remodeled; and improvements have been introduced, such as experience has suggested, or the more advanced methods of instruction have seemed to render appropriate, or as are demanded by the present methods of computation in business. The distinctive features of the former editions, which constituted the peculiar philosophic method of the author, are at the same time presented.

Alonzo Reed and Brainerd Kellogg.—*Graded Lessons in English.* 16mo. 144 pp. \$0.45.—*Higher Lessons in English.* 16mo. 288 pp. New York, 1878. Clark & Maynard. Cloth, \$0.75.

The authors of these works are instructors in the Brooklyn Collegiate and Polytechnic Institute. The volumes are intended to form together a complete course in English grammar and composition. The plan of the books is to make the science of the language tributary to the art of expression. Starting with the simplest propositions and advancing to complex and compound sentences, the facts and principles of grammar are introduced gradually, in connection with exercises in the construction of sentences, and with composition. Models for parsing are also furnished. The analysis of the sentences is illustrated to the eye by means of a peculiar system of diagrams.

Ira Remsen.—*Principles of Theoretical Chemistry, with special reference to the Constitution of Chemical Compounds.* 12mo. 232 pp. Philadelphia, 1877. Henry C. Lea. Cloth, \$1.50.

The author is professor of Chemistry in the Johns Hopkins University. In this little hand-book, he designs to furnish the student with a simple statement of the fundamental principles of theoretical chemistry. The subject is treated with brevity but with clearness, and shows with considerable fullness upon what basis our conceptions of chemical constitution rest. The new chemical notation is copiously illustrated.

Martha Roe.—*A Work in Number, for Junior Classes in Graded Schools.* 16mo. 161 pp. Syracuse, N. Y. Davis, Bardeen & Co. Cloth, \$0.50.

The author is teacher of methods, and superintendent of the School of Practice, in the State Normal and Training School, Cortland, N. Y. The *Work* contains series of exercises on notation, numeration, the four fundamental rules of arithmetic, the properties of numbers, Federal money, decimal fractions, and denominate numbers, given without rules and with but few definitions, but in place of them "questions to stimulate to inquiry, and leave the teacher to educe what farther definitions the work requires."

Calvin Patterson.—*PATTERSON'S Common School Speller.* 16mo. 160 pp. New York. Sheldon & Co. Boards, \$0.23.

The author is the principal of one of the public schools of the city of Brooklyn, N. Y. The *Speller* contains familiar words arranged for practical exercises in spelling, and classified as words in general use, words in which there is a similarity in pronunciation but a difference in the spelling or accent, and words likely to be misspelled because of letters or combinations of letters similar in sound. A section is devoted to rules for spelling, with practice upon them; another, to synonyms, foreign words and phrases, and abbreviations; and another, to the correct pronunciation of such words as are often mispronounced. Dictation exercises, defining or illustrating the use of the more difficult words, are given.

S. F. Peckham.—*Elementary Chemistry. A Text-Book for Beginners, Designed as an Introduction to BAKER'S Chemistry.* 16mo. 254 pp. Louisville, 1877. J. P. Morton & Co. Cloth, \$1.00.

The author is professor of chemistry in the University of Minnesota, and has written this work at the request of gentlemen engaged in directing public schools. His object has been to supply for elementary schools a work equaling as nearly as possible in quality the text-books of Barker and of Eliot and Storer, and embodying at the same time the principles of scientific agriculture as set forth by Prof. S. W. Johnson in *How Crops Grow* and *How Crops Feed*. He has specially aimed to reduce the expense of experimental illustrations to a minimum, and also to present such experiments as are likely to be both successful and safe in the hands of novices.

John Peile.—*Philology.* 18mo. 164 pp. New York, 1877. D. Appleton & Co. Cloth, \$0.45.

This work, one of the *Literature Primers* edited by JOHN RICHARD GREEN, is an effort to explain the science of philology in a book of about one hundred and fifty pages. The special topics treated of in the several chapters are "The Constant Change in Language," "Some of the Ways in which Languages have been formed," "The Principal Languages of the Amalgamating Type," "How Our Words were Made," "How Words are got Ready for Use," "The Parts of Speech," "The Beginnings of Syntax," and "The Nature of Language." Grimm's Law is explained in an appendix.

Ellsworth C. Phelps and Leroy F. Lewis.—*The Song Sheaf: A Collection of Vocal Music, arranged in one, two, three, and four parts.* 224 pp. New York, 1877. Taintor Brothers, Merrill & Co. Boards, \$0.70.

This work has been compiled to meet the demand, which has been created by the progress of the art of music in the United States, for a higher order of music in the schools. It contains also a concise course in the fundamental principles of vocalization.

M. R. Powers.—*The Accountant. For Public Schools and Academies.* 8vo. 155 pp. New York, 1878. A. S. Barnes & Co. Cloth, \$1.25.

The author is also the author of *The Complete Accountant*, a work furnishing the forms and principles in book-keeping recognized and adopted by business men, adapted to the wants of wholesale and retail merchants. The present work is prepared on similar principles with adaptations to other branches of business. It furnishes practical exercises in double and single entry book-keeping, with examples in the use of the different books of account, treating also of commercial calculations and commercial law.

James E. Ryan.—*The Standard Arithmetic. For Schools of all Grades, and for Business Purposes.* 12mo. Two parts. Part I, 198 pp. \$0.75; Part II, 225 pp. \$0.75. New York, 1877. Lawrence Kehoe. Cloth.

The author is principal of Public School No. 26, Brooklyn, N. Y. Of the two parts, or volumes, of this work, the first discusses the fundamental rules, common and decimal fractions, and denominate numbers, and contains chapters on the measurement of the simpler forms of surfaces and solids, and on percentage and its applications. Part second furnishes a brief review of the first part, and continues the subject. A peculiar feature of the work is the selection of statistical facts as the basis of the problems.

Samuel P. Sadtler.—*Chemical Experimentation. Being a Hand-book of Lecture Experiments in Inorganic Chemistry.* 8vo. 226 pp. Louisville, 1877. J. P. Morton & Co. Cloth, \$2.50.

The author of this work is assistant professor of chemistry in the University of Pennsylvania, and was chiefly induced to prepare this work by the consider-

ation that "there is in the English language no book designed to give full instructions for the illustration of chemical lectures." The book is not intended as a text-book in any sense whatever, but as a hand-book, from which any teacher may choose such experiments as he deems essential for illustration with his classes, and which may be made supplementary to any good text-book on the subject.

G. M. Searle.—*Elements of Geometry.* 8vo. 135 pp. New York, 1877. John Wiley & Sons. Cloth, \$1.50.

The author has been assistant professor at the United States Naval Academy, and assistant at the Dudley Observatory, and at the observatory of Harvard College. He has sought, in the preparation of this work, first, to reduce the axioms to the smallest possible number, and thus, by demonstrating as far as possible, every geometrical truth, to make the study a better means for logical training; and, secondly, to furnish a more satisfactory treatment of the theory of parallels, as constituting the most important topic of elementary geometry, since it affords the premises for very many demonstrations.

Nelson Sizer.—*How to Teach according to Temperament and Mental Development; or, Phrenology in the School-Room and the Family.* 12mo. 331 pp. New York, 1877. S. R. Wells & Co. Cloth, \$1.50.

The author is the associate editor of the *American Phrenological Journal*, vice-president of and instructor in the American Institute of Phrenology, and author of works on the *Choice of Pursuits* etc. His object in this work is to aid parents and teachers to understand the talents and dispositions, as well as the constitutional temperaments, of those who are committed to their care, and to point out a more successful way to guide, control, and educate them.

W. R. Smith.—*Text-Book on English Phonology.* 8vo. 46 pp. Davenport, 1877. Egbert, Fidler & Chambers. Boards, \$0.25.

This is a treatise on the elementary sounds of the English language, with a list of words illustrating their use, designed for the use of teachers and grammar-school pupils, and with the purpose of contributing to "a correct pronunciation of the English language as used in America."

William Smith.—*A Smaller Classical Dictionary of Biography, Mythology, and Geography.* 12mo. 438 pp. New York, 1877. Harper & Brothers. Cloth, \$1.46.

The author is also author of numerous works on classical literature, which are well known in all our higher schools. The present work is abridged from his larger *Dictionary* for the use of those pupils and schools for whom that work is too large or too high-priced, and contains all the names which the student would be likely to meet with at the commencement of his classical studies. The mythological articles are illustrated from drawings of ancient works of art.

William George Spencer.—*Inventive Geometry. A Series of Problems, intended to familiarize the Pupil with Geometrical Conceptions and to exercise his Inventive Faculty.* 18mo. 97 pp. New York, 1877. D. Appleton & Co. Cloth, \$0.35.

The author of this work was the father of Herbert Spencer, the distinguished philosophical writer, who furnishes a prefatory note. The design of the book is to introduce the beginner to the study of geometry by putting him at work on problems which will exercise his inventive and constructional faculties, while they also make him familiar with geometrical ideas. The American publishers have placed the work, which contains four hundred and forty-six problems in less than one hundred pages, in their series of *Science Primers*.

William Swinton.—*Outlines of the World's History.—Ancient, Mediæval, and Modern.* Revised edition. 16mo. 498 pp. New York and Chicago, 1878. Ivison, Blakeman, Taylor & Co. Half leather, \$2.00.

Mr. SWINTON is also the author of a *Condensed History of the United States*, of an account of the *Campaigns of the Army of the Potomac*, and of school text-books on the grammar and etymology of the English language. The present work, while affording a brief outline of the political history of the world, gives special prominence to the progress of mankind in civilization. It seeks to explain who the various peoples, ancient and modern, were; what each of them contributed to the common stock of civilization; and in what forms, whether of religion, war, law-making, political organization, literature, or art, the mind of the race has expressed itself. It is illustrated with numerous engravings and maps.

M. E. Thalheimer.—*An Outline of General History for the Use of Schools.* 12mo. 335 pp. Cincinnati and New York, 1877. Van Antwerp, Bragg & Co. Cloth, \$1.20 net.

The author of this *Outline* is also author of *Manuals of Ancient, Mediæval, and Modern History*, and of the *History of England*. The *Outline* aims at simplicity in arrangement and style, with such comprehensiveness as to give a satisfactory presentation of general history in a volume which may be mastered in the ordinary course of an elementary school. A list of authorities given at the end of each chapter affords a guide to a more extensive reading on the several special subjects. The appropriateness of the illustrations and the excellence of the maps deserve especial remark.

Otto W. Thomé and Alfred W. Bennett.—*Text-Book of Structural and Physiological Botany.* Small 8vo. 479 pp. New York, 1878. John Wiley & Sons. Cloth, \$2.25.

The author is ordinary professor of botany at the School of Science and Art, Cologne. The translator and English editor is lecturer on botany at St. Thomas Hospital, and is the author of numerous contributions to the scientific journals and of various papers on botany. The original of the work is the recognized text-book of botany in use in many of the technical schools of Germany. It is composed upon the theory that the student will observe for himself, and will depend upon the text-book as a guide and assistant, and not as his main reliance. The illustrations are numerous. Among them is a colored map of the regions of vegetation of the earth, designed to accompany the chapter on Botanical Geography.

James B. Thomson.—*New Graded Series of Arithmetics:—New Mental Arithmetic.* 16mo. 144 pp. Boards, \$0.35.—*New Rudiments of Arithmetic.* 16mo. 224 pp. Half leather, \$0.50.—*New Practical Arithmetic.* 12mo. 384 pp. Half leather, \$1.00. New York, 1877. Clark & Maynard.

The author is also the author of an *Arithmetical Series* which enjoyed an extensive use in schools for many years. The books of the *New Series* are based upon a similar plan, but have been rewritten and re-arranged so as to adapt them to the changes that have been introduced into the methods of doing business. The *New Mental Arithmetic* presupposes the use of counters, which the pupil is to handle and combine so as to illustrate the problems. The *New Rudiments* gives a course of mental and written exercises combined. Among the characteristics of the *Practical Arithmetic* is the use of analysis to lead the pupil to discover the principles upon which each rule is formed.

James B. Thomson.—*New Practical Algebra; adapted to the Improved Methods of Instruction in Schools, Academies, and Colleges.* 12mo. 312 pp. New York, 1877. Clark & Maynard. Cloth, \$1.00 net.

The author's object has been to furnish a book in which should be combined the important principles of the science, with their application as far as practicable to business transactions. Practical problems, applying the principles already explained, have been introduced in connection with the fundamental rules, so as to illustrate the use of the abstract operations; and the rules have been deduced from the analysis of similar practical problems.

H. F. Tozer.—*Classical Geography.* 18mo. 127 pp. New York, 1877. D. Appleton & Co. Cloth, \$0.45.

This work belongs to the series of *Literature Primers*, or short epitomes, edited by JOHN RICHARD GREEN. The subject is reviewed (in about one hundred and twenty-pages of text) in such a manner as to give the student a clear comprehension of its outlines.

Alfred Waites.—*The Historical Student's Manual.* 8vo. 7 pp. Boston, 1878. Lee & Shepard. Cloth, \$0.75.

This *Manual* exhibits in parallel columns the reigns of the English, French, and German monarchs, and of the Popes, from the time of William the Conqueror down to the present time. The relationship of the English monarchs is clearly shown, and the most important events of each reign are given in connection with each.

Mrs. D. M. Warren.—*A Manual of Elocution, for Class and Private Instruction.* 12mo. 118 pp. Philadelphia, 1878. W. Fortescue & Co. Cloth, flexible sides, \$0.50.

The author was recently teacher of elocution in Vassar College. The work is brief, and intended to be practical and adapted to all grades of students and schools. The first part embraces the principles necessary to mechanical voice training, and the second part illustrates the principles of expressive reading. One chapter is devoted to selections for analysis with reference to pauses, inflections, emphasis, and appropriate tones for the expression of emotions.

Edward S. Warren.—*The Elements of Descriptive Geometry, Shadow and Perspective. With a brief treatment of Trihedrals, Transversals, and Spherical, Axonometric, and Oblique Projections.* 8vo. 282 pp. New York, 1877. John Wiley & Sons. Cloth, \$3.50.

The author was formerly professor in the Rensselaer Polytechnic Institute. The work is entirely new, and was prepared partly to meet a demand for a brief text-book on this subject. Spherical projections and trihedrals are treated briefly, and examples for practice are given under each problem.

Julius Weisbach.—*A Manual of the Mechanics of Engineering and of the Construction of Machines.* 8vo. 675 pp. New York, 1877. John Wiley & Sons. Cloth, \$6.00.

The author is a member of the Royal Mining Academy at Freiberg. The complete work of which this is the translation of a part, consists of three volumes, of which the first contains an introduction to the calculus, comprising all the mathematical processes afterward made use of, and the second treats of the application of mechanics to machines. The present volume is a translation of the second section of the second volume, including that part of the treatise which relates to hydraulics and hydraulic motors, from the fourth augmented and improved Ger-

man edition, by A. JAY DU BOIS, Ph. D., professor of dynamic engineering in the Sheffield Scientific School of Yale College.

G. A. Wentworth.—*Elements of Geometry.* 12mo. 250 pp. Boston, 1878. Ginn & Heath. Half leather, cloth sides, \$1.00.

The author is professor of mathematics in Phillips Exeter Academy. This treatise aims to present the demonstrations of geometry in the simplest form. What is given in the enunciation of the proposition and what is required to be proved, and the words of the demonstration, are distinguished by the use of different kinds of type. Each distinct proposition and each particular direction begins a new line; and in no case is it necessary to turn the page in reading a demonstration.

J. Willis Westlake.—*Common-School Literature, English and American.* 12mo. 156 pp. Philadelphia, 1877. Sower, Potts & Co. Cloth, \$0.60.

The author is professor of English literature in the State Normal School, Millersville, Pa., and author of *How to Write Letters*. The present work aims to give just such literary information as is indispensable to the learner; to show the growth of our literature through its various eras; to present a concise view of the lives and characteristics of its great representative authors; and to furnish extracts of the best thoughts of the same. It begins with the age of Chaucer and extends to the present day.

Jacob J. Weyrauch.—*Strength and Determination of the Dimensions of Structures of Iron and Steel, with reference to the Latest Investigations.* 8vo. 208 pp. New York, 1877. John Wiley & Sons. Cloth, \$2.00.

The author is a professor in the Polytechnic School at Stuttgart. The work presents the results of the experiments which have been recently made, in Germany, England, Sweden, and America, upon the properties of iron and steel, and which have proved the incorrectness of the methods of testing iron and steel constructions heretofore in use. A review is added of the various methods thus far proposed for the "dimensioning" of parts. The translation is by A. JAY DU BOIS, Ph. D., formerly professor of civil and mechanical engineering in Lehigh University, now of the Sheffield Scientific School of Yale College.

J. B. Wheeler.—*An Elementary Course of Civil Engineering, for the Use of the Cadets of the United States Military Academy.* 8vo. 472 pp. New York, 1877. John Wiley & Sons. Cloth, \$4.00.

The author is professor of civil engineering in the Military Academy at West Point. He has sought in this work to give a course of studies in the general principles of civil engineering and their applications, as they are presented in the writings and practice of engineers of standing in their profession, adapted to the limited time allowed to the cadets for instruction in this branch of their studies.

Ida P. Whitcomb.—*Students' Topical History Chart, from the Creation to the Present Time, including Results of the Latest Chronological Research.* 4to. 60 pp. New York, 1878. A. S. Barnes & Co. Boards, half leather, \$2.00.

The author is the principal of a young ladies' seminary in Brooklyn, N. Y. The *Chart* presents tables of nations and prominent rulers arranged in chronological order, and so as to show which were contemporaries, with blanks which the student is

expected to fill with notices of important events and facts. These are so arranged and classified, that when the book is filled with notes the student will, if he has done his part well, have a history of the world in the main composed by himself.

C. A. White. — *Classic Literature, Principally Sanskrit, Greek, and Roman, with some account of the Persian, Chinese, and Japanese, in the form of Sketches of the Authors and Specimens from Translations of their Works.* 12mo. 431 pp. New York, 1878. Henry Holt & Co. Cloth, \$2.50.

Mr. WHITE is also author of the *Students' Mythology*. This work has been prepared at the request of many principals of educational institutions desiring a text-book which should contain within a reasonable compass sketches of the great authors of antiquity, with such extracts as might give a fair idea of the style and spirit of their writings. It is designed for reading and general discussion rather than for formal study and recitation.

William Dwight Whitney. — *A Compendious German and English Dictionary.* 12mo. 538 and 362 pp. New York, 1877. Henry Holt & Co. Half leather, cloth sides, \$3.50.

This work has over the large majority of other dictionaries the great advantage that its author (professor of Sanskrit and comparative philology in Yale College) has not only a thorough acquaintance with the two languages to which his work is specially devoted, but that he has full command of the entire science of linguistics, and a very extensive knowledge of lexical literature. The author mentions as leading features of his plan that he has (1) cast the scheme of meanings of a word into a more systematic form than has been aimed at in other dictionaries; (2) marked by full-faced type the historical correspondences between English and German words; (3) indicated very briefly the etymologies of words; (4) brought within the compass of a single moderate-sized volume as much as possible of what would be most useful to the student of German. As the work is chiefly intended for the use of English students of German, the German-English part is fuller than the English-German. The German vocabulary contains about 60,000 words. The author states that, in the preparation of this work, he has had the able and efficient assistance of Dr. EDGREN, instructor in modern languages in Yale College. Prof. WHITNEY had previously published, as aids for the study of German, a *Compendious German Grammar*, a *German Reader in Prose and Verse*, and a collection of dramatic masterpieces of German literature, with annotations from leading instructors. Of this collection Professor WHITNEY himself has annotated Lessing's *Minna von Barnhelm* and Prof. SACHTLEBEN, of Charleston, S. C., Schiller's *Wilhelm Tell*.

William Dwight Whitney. — *Minna von Barnhelm, oder: Das Soldatenglück.* Von G. E. LESSING. With an Introduction and Notes. 12mo. 138 pp. New York, 1877. Henry Holt & Co. Cloth, \$0.95.

This, one of the classical works of German literature, is made the first of a series of German texts which the editor is preparing for use in classes, and which is to include other works with notes and introductions by different scholars, but all under the guidance and revision of the general editor.

William Dwight Whitney. — *Essentials of English Grammar.* 12mo. 272 pp. Boston, 1877. Ginn & Heath. Cloth, \$0.70.

The author has embodied the results of his studies in the English language in this elementary work for the use of schools, which has been composed in conformity to the view that grammar is the reflective study of language for a variety of purposes, of which "correctness in writing is only one, and a secondary or subordinate one;" that the correct use of the language is acquired by constant use and practice under never failing watch and correction; and that grammar contributes its part rather in the higher than in the lower stages of the work; and that the true position of the grammarian is simply that of a recorder and arranger of the usages of the language, and in no manner or degree that of a law-giver — hardly even that of an arbiter or critic.

J. M. Whiton. — *Six Weeks' Preparation for Reading Cæsar.* 18mo. 44 pp. Boston, 1877. Ginn & Heath. Paper, \$0.34.

The author of this work is a teacher in the Williston Seminary, Easthampton, Mass. He states that, used in his own class, it has served to introduce beginners in Latin into Cæsar in from four to eight weeks, according to their capacity. It embraces lessons in the construction of words, clauses, phrases, and sentences from Latin into English and from English into Latin, with references for grammatical rules and explanations to Allen & Greenough's, Gilderleeve's, and Harkness's grammars.

J. M. Whiton and R. P. Keep. — *Parallel Rules in Greek and Latin Syntax.* 30 pp. Boston, 1877. Ginn & Heath. Cloth, \$1.00.

The authors of this work are connected with the Williston Seminary, Easthampton, Mass. Its object is to represent perspicuously the main correspondences and differences in Greek and Latin syntax. The rules and constructions common to the two languages are printed across the page; those peculiar to either, with the illustrative examples on the left and right sides respectively of the page. Blank pages are provided, in which the pupil may write, opposite to the rules, the exceptions, which he is expected to learn from the grammars, as he advances.

R. Oliver Willis. — *Willis' Historical Reader. Based on the Great Events of History, from the Creation of Man to the Present Time,* by WILLIAM FRANCIS COLLIER, Trinity College, Dublin. 12mo. 408 pp. New York, 1877. A. S. Barnes & Co. Cloth, \$1.50.

The original work has been enlarged by the American editor, Mr. WILLIS, to render it better adapted to the wants of American pupils. Its purpose is to give, in a series of pictures, such a connected view of the great events of history as may be "pleasantly readable and easily remembered." Each chapter is headed by a central topic of interest, upon which the memory may easily rest, and around which the minor events may group themselves in the mind. The original (English) work was limited to the Christian era, and did not include a description of the great events of British history. The American editor has added chapters on the events from the creation of man down to the opening of the Christian era, the settlement of America and other events in that country, and the French and Prussian war of 1870.

ANALYTICAL INDEX.

[Titles of special articles in full-faced letters; all others in *Italics*.]

- Aberdeen, University of*—174
Abington College—45
Academies—139
Academies of Art—94
Academies of Music—95
Acadia College—13
Adams, Charles Francis, Jr.—35
Adams, John—16
Add Ran College—45, 46
Adelaide University—9
Adrian College—120
Africa, South—26, 40, 164
African M. E. Church—120
African M. E. Zion Church—120
Agassiz, Professor—179
Agricultural Colleges—1; also 2, 4, 23, 34, 60, 69, 88, 97, 106, 108, 123, 132, 140, 145, 196
Agriculture—162
Alabama—events in 1876, provisions of present school law, superintendent of education, school statistics, normal instruction, denominational and parochial schools, superior instruction, 1; scientific and professional instruction, 2
Alabama, University of—1, 2
Alaska—condition of education, population, missionary work at Fort Wrangell, at St. Paul, &c., 2
Albany—143, 166
Albany Medical College—116
Albion College—14, 123
Alcorn University—127
Alblich, P. E.—194
Alexandria—48
Alfred University—14, 139
Alger, Charles J.—197
Algeria—progress in civilization, population, condition of public instruction, mosque schools, statistics of primary schools, *salles d'asile*, 2
Allegheny City—159, 161, 166
Allen, William Henry—16
Allison, David—145
Alsace-Lorraine—72
Alton—166
Amblulatory Schools—57
American Academy of Medicine—118
American Asylum—113
American Asylum for the Deaf and Dumb—41
American Baptist Home Missionary Society—13
American Baptist Missionary Union—13
American Baptist Publication Society—180
American College and Education Society—39
American Froebel Society—68
American Froebel Union—63, 194
American Institute of Instruction—193
American Kindergarten—68
American Medical College—117
American Metric Bureau—121
American Missionary Association—1, 25, 40
American Philological Association—154, 194
American Social Science Association—195
American Sunday-School Union—179
Amherst College—112
Amsterdam, Athenæum of—133
Anderson, Martin Brewer—16
Anderson, Thomas D.—140
Anderson School of Natural History—179
Andover Theological Seminary—39
Andrews Seminary—119
Angell, President—31
Anglo-Saxon—report of the U. S. Bureau of Education regarding institutions in which it is studied, 2; how studied in the University of Virginia, examination papers, course in Lafayette College, other institutions that teach it, 3; study of it in England, new text-books, 4.
Ann Arbor—123
Ansgari College—83
Ansgari Theological Seminary—104
Anthony, Charles—16
Anthom, George C.—145
Antioch College—28, 150
Antwerp, Academy of Fine Arts at—15
Appar, Ellis A.—136
Apprentice Schools—24
Apprenticeship System—8
Aquatic Schools—178
Arab Schools—48
Arcot, Seminary at—163
Argentine Republic—population, educational statistics, primary schools, secondary instruction, superior instruction, agricultural schools, normal schools, military school, 4; naval school, 5. See also 120
Arithmetic—improvement in methods of teaching, text-books in, German methods, Grube's method, 5
Arizona—progress of education, school statistics, 6. See also 166
Arkansas—educational history since 1874, present condition of education, state superintendent, biographical sketch of, school statistics, superior instruction, special instruction, 6
Arkansas College—5
Arkansas Industrial University—6
Armenians—49
Army Schools—53
Art Education—systematic study of in the schools of the U. S., progress made in it, 7; Russian system, effect of Centennial Exhibition upon, 8. See also 94, 191
Art Schools—9
Asbury Mission School—87
Ashville College (Harrington)—121
Atlanta—69
Atlanta University—69
Augsburg Seminary—104
Augusta—106
Augusta Institute—13, 69
Augustana College—104
Australasian Colonies—population, education in South Australia, in Queensland, 8; in Victoria, statistics, Tasmania, New South Wales, superior instruction, special institutions, Sunday-schools, New Zealand, 9; Fiji Islands, 10
Australia—8, 40
Austria—progress in education, school statistics, 10; teachers' seminaries, 11; compulsory attendance, teachers' meetings, Catholic Congress, 12. See also 61, 167, 170
Avery, B. P.—27
Avery Normal Institute—178
Baden—61
Bahia—23
Bain, Alexander—145
Baker, William H.—69
Baker University—97
Baltimore—107, 108, 165
Bancroft, George—16
Bangor—106
Bangor Theological Seminary—39, 106
Baptist College—128
Baptists—theological seminaries of, 12; American Baptist Home Missionary Society, American Baptist Missionary Union, Southern Baptist Convention, Ministerial Education Society of Canada, Baptists in Great Britain, 13; Seventh-Day Baptists, 14. See also 25
Barbour, Prof. W. M.—194
Bardou, M. Agenor—62, 63, 127
Bardwell, Joseph—126
Barnard, Henry—3, 68, 164
Barringer, William N.—137
Bartlett, Rev. Samuel C.—135
Basel—184
Basel, University of—184
Basulo Land—26
Bates College—106
Baton Rouge—103
Battle Creek—123
Battle Creek College—123
Bavaria—24, 44, 61, 71
Beattie, David—143
Becker, Karl Ferdinand—17
Beecher, Catharine E.—17
Bedford College—45, 87
Belding, W. A.—46
Belfast—46
Belfast Academy—91
Belfast College—87
Belgium—statistics of schools, literacy, 14; normal schools, secondary instruction, universities, 15. See also 24, 38, 61, 170, 171
Benedict, Mrs. J. T.—145
Benedict Institute—13
Benefactions, Educational, 111, 112
Bengal—85
Bennett, Rev. W. W.—198
Bennett Seminary—119
Berkeley Divinity School—41, 54, 55
Bern—184
Bern, University of—184
Bethany College—45, 46
Bethel Seminary—14
Bethel Theological School—12
Bethmann-Hollweg, Moritz August von—145
Bible Question—where agitated and with what result, President Woolsey's views, 15; views of Dr. Patton and Dr. Spear, Bible question in England, 16. See also 8
Bible College—45
Bicknell, Thomas W.—193, 194
Biddle University—160

- Biography, Educational**—John Adams, William Henry Allen, Martin Brewer Anderson, Charles Anthon, George Bancroft, 16; Karl Ferdinand Becker, Catharine Esther Beecher, August Boeckh, 17; Franz Bopp, Henry Lord Brougham, Adam Crooks, Friedrich Diez, Charles William Eliot, 18; Cornelius Conway Felton, Wilhelm Freund, Karl Ernst Georges, Daniel C. Gilman, August Wilhelm Grube, John Miller Keagy, 19; Karl Kehr, Maximilian Paul Emile Littré, The Baroness Bertha von Marenholtz-Bulow, Noah Porter, 20; Benjamin Silberman, William Fairfield Warren, Samuel Wilderspin, Karl Gottlob Zumpt, 21
- Birmingham**—37
- Bishop Green Associate Mission and Training School**—127
- Bishop Scott Grammar and Divinity School**—54
- Blackburn University**—160
- Blackburn, J. F.**—193
- Blackwell, Elizabeth**—202
- Blanco, Pres't. Guzman**—196
- Blind, Schools for the**—22, 23, 192
- Boine, Rev. William B.**—150
- Boeck, August**—17
- Bolton**—11, 61, 171
- Bolton City**—82
- Bolander, H. N.**—25, 32
- Bopp, Franz**—18
- Bordaux**—170
- Boston**—114, 122, 166, 202
- Boston College**—111
- Boston Latin School**—30
- Boston School for the Deaf and Dumb**—113
- Boston University**—21, 112, 119
- Boulder City**—34
- Bourne College, Birmingham**—121
- Bousdoin College**—106
- Boz, Leroy F.**—1
- Bradbury, Wm. F.**—122
- Brainerd Institute**—160
- Brazil**—population, school expenditures, changes proposed, primary and secondary instruction, Imperial College of Pedro II., normal schools, superior and special instruction, 22; law schools, medical schools, school of mines, academy of fine arts, commercial institute, theological schools, military schools, *escola di marinha*, institute for the blind and for deaf-mutes, agricultural schools, 23
- Breuer, Prof. Fisk P.**—194
- Bridgewater Normal School**—110, 111
- Briggs, Superintendent**—37, 123
- British College**—13
- British Colonies**—26
- British Wesleyan Connection**—121
- Brookhaus Hermann**—146
- Brooklyn**—142, 166
- Brougham, Henry Lord**—18, 21
- Brown, William Le Roy**—193
- Brown, S. Emmons**—146
- Brownsville**—166
- Brown University**—165
- Brunei, Joseph Mathieu**—62, 63
- Brunswick**—61
- Brunswick, Countess Theresa**—79
- Brunswick, University of**—15
- Buchtel College**—195
- Buda-Pesth**—79, 80, 81
- Buda-Pesth, University of**—80
- Buenos Ayres**—4
- Buffalo**—166
- Bukovina**—11
- Bureau of Education (U. S.)**—2, 3, 27, 60, 192, 193, 194, 195
- Burglar Schools**—78
- Burleigh, Rufus C.**—193
- Burlington**—166, 197
- Burmah, British**—85
- Burrington, S. M.**—126
- Burrill College**—187
- Bursian, Prof. Conrad**—30
- Burt, David**—124
- Business Colleges, or Commercial Schools**—definition of, number of in the U. S., origin of, 23; number of in Europe, instruction given in, where located, 24. See also 192
- Butler, Ovid**—45
- Butler University**—45, 87
- Caffaria**—26
- Cairo**—48
- Caldwell, S. F., Supt.**—33, 188
- California**—Changes proposed in the schools by the State Grangers' Association, state superintendent, school statistics, normal instruction, 24; teachers' institutes, educational convention in 1876, secondary instruction, superior, scientific and professional instruction, special instruction, education of the Chinese, educational literature; San Francisco, city superintendent, 25; school statistics, 26
- California, University of**—25
- California College of Pharmacy**—25
- Calisthenics**—17
- Calein Institute**—164
- Cambridge**—115
- Cambridge, University of**—52
- Camden College (Sydney)**—40
- Campe**—76
- Canada**—203
- Cane Hill College**—6
- Cape Colony and British South Africa**—political changes, educational progress, school system, 26. See also 164
- Cape Town Academy**—26
- Capel, Mgr.**—166
- Capital University**—104
- Caracas, University of**—196
- Carinthia**—11
- Carlton, J. N.**—193
- Carlier Jules**—38
- Carmanthen, Presbyterian College of**—40
- Carniola**—11
- Carpenter, Mary**—146
- Carr, Ezra S.**—24, 35
- Cassine Normal School**—105
- Caswell, Alexis**—146
- Catawba College**—164
- Catherina II. of Russia**—168
- Catholic Congress at Vienna**—12
- Caton, William E.**—42
- Caucasus**—160
- Cedar Falls, Normal School at**—88
- Celtic Language**—173
- Centennial Exhibition**—7, 8, 131, 135, 136, 158, 191
- Central America**—Educational revival in Guatemala, in Honduras, 26; San Salvador, Nicaragua, Costa Rica, 27
- Central Tennessee College**—119, 188
- Central University**—4
- Central Wesleyan College**—128
- Chamney, Robert M.**—146
- Chandler Scientific Department**—135
- Chanzy, General**—2
- Charleston**—57, 165, 178
- Charlottetown**—162
- Chase, Prof. Thomas**—3
- Chichester, College of**—54
- Cherokees**—87
- Chicago**—84, 166
- Chicago College of Pharmacy**—84
- Chicago Medical College**—116
- Chicago Theological Seminary**—39
- Chickasaws**—87
- Child, Prof. F. J.**—3, 4, 154
- Chili**—educational progress in, school statistics, 27
- Chili, University of**—27
- Chilwell College**—13
- China**—methods and character of education, 27; classification of schools, how supported, Chinese colleges, education of women, system of literary competition, schools at Canton, Shanghai, and Fuh-chau, Chinese students in the United States, 28. See also 66, 119, 120, 163, 180
- Chinese**—25
- Choctaw**—87, 160
- Christian Biblical Institute**—28
- Christian College**—45
- Christian University**—45
- Christians**—28
- Church, P. Jessor**—35
- Church of England Education Society**—54
- Cincinnati**—70, 110, 165
- Cincinnati Law School**—150
- Cincinnati Society of Natural History**—122
- Cincinnati University**—150
- Citra Model Farm**—160
- Clayton University**—119
- Clarke, Edward**—146
- Clarke Institution for Deaf and Dumb**—113
- Clark University**—119
- Classical Studies**—opposition to, 28; views of A. J. Ellis, Prof. Stark, Prof. Rice, and Prof. Palmer, agitation concerning in Prussia, to what extent pursued in Germany, modern publications concerning the classics, 29
- Cleveland**—150, 165
- Co-Education**—agitation concerning, discussion in regard to the opening of the Boston Latin School to girls, 30; result of co-education in Wisconsin University, testimony of Pres't. Bascom, progress in University of Michigan, views of Pres't. Angell, Chancellor Crosby, and Pres't. Porter, 31; observations of superintendents Pickard, Peaslee, Bolander, and Caldwell, theoretical considerations concerning co-education, 32; effect of upon boys, prevalence of in secondary schools in U. S., 33
- Cogswell, Francis**—115
- Cogswell, Joseph G.**—16
- Coimbra, University of**—159
- Colby University**—3, 106, 202
- Cole, John O.**—143
- College of the City of New York**—142
- College of the Patriarchate**—49
- College of Preceptors**—50, 156
- Colleges and Universities, Table of**—205
- Colombia**—primary schools, appropriation in the different states for school purposes, normal schools, 33
- Colorado**—school law of, state superintendent, school statistics, 33; normal, secondary, superior, and special instruction; Denver, city superintendent, school statistics, 34
- Colorado, University of**—34
- Colored Methodist Episcopal Church**—120
- Colored Schools**—43, 60, 142
- Columbia College, Ky.**—45
- Columbian University**—3, 46
- Columbus**—70, 151, 165
- Commercial Schools**—23, 192
- Commissioner of Education, U. S.**—2, 4, 36, 131
- Common-School Education**—errors in, views of Wendell Phillips and Chancellor Haven, 34; views of superintendents Carr and Newell, Charles Francis Adams, Jr., and the *Educational Weekly*, examinations at the West Point Military Academy, report of Prof. Church, views of General Sherman, discussion concerning in the National Educational Association, 35; opinion of U. S. Commissioner of Education, 36. See also 191

- Compulsory Education**—failure of in the U. S., reasons for, 36; testimony of Supt. Briggs of Michigan, Prof. J. W. Cook, Supt. Gilmour, and the Superintendent of schools in N. Y. City; results in Great Britain, increase in attendance in London, Liverpool, Manchester, and Birmingham; in Scotland, Edinburgh and Glasgow, 37; in Ireland, summary of results in Great Britain after five years of compulsory education; in Italy, Russia, Belgium, Spain, Portugal, and France, 38. See also 12, 59, 83, 89, 91, 92, 95, 138, 142, 157, 164, 192.
- Conant, Edward, Superintendent**—193, 196.
- Concentric Circles, System of**—definition of, to what extent employed in Germany, 38.
- Conception**—7.
- Concordia Theological Seminary**—104.
- Congregational College of British N. A.**—40.
- Congregationalists**—attendance at the seven theological seminaries of, qualifications for admission, constitution of faculties, methods of instruction, number of volumes in libraries, the American College and Education Society, 39; National Council of Congregational Churches at Detroit, in 1877; the American Missionary Association, the American Board of Commissioners for Foreign Missions, the Congregational College of British North America, Congregationalism in the Australian Colonies, special schools in Great Britain, views of Rev. T. Robinson concerning instruction in Congregational Colleges, 40.
- Connecticut**—changes in the school law, secretary of the board of education, school statistics, 40; state teachers' association, normal, secondary, superior, professional, scientific, and special instruction; *New Haven*, its school system, 41; school statistics; *Hartford*, school statistics, 42.
- Conservatories of Music**—15.
- Constantinople**—101.
- Conte, Prof. John Le**—25.
- Conventions, Educational**—25.
- Cook, George F. T.**—46.
- Cook, Prof. John W.**—37.
- Cookman Institute**—119.
- Cooper Institute**—140.
- Cooper, Rev. William H.**—57.
- Copenhagen, University of**—44.
- Copiano**—27.
- Coppino, Signor**—91, 94.
- Coptic Schools**—49.
- Cordoba, University of**—4.
- Cornell University**—3, 31, 139.
- Corporal Punishment**—12, 59, 59.
- Corrigan, Rev. James H.**—136.
- Corson, Prof. H.**—3, 4.
- Corthell, William J.**—105, 193.
- Costa Rica**—27.
- Cotta Master School**—61.
- Covington**—165.
- Coveles, Rev. Augustus W.**—139.
- Cracoe, University of**—11.
- Crawford, C. H.**—153.
- Creeks**—87.
- Crefeld**—44.
- Creighton College**—132.
- Crooks, Adam**—18.
- Crooks-Robertson, Prof.**—51.
- Crosby, Alphonso B.**—145.
- Crozer Seminary**—12.
- Cumberland University**—160.
- Cummins, Rev. George David**—51.
- Curtis, Charles A.**—197.
- Curlius, Prof.**—74.
- Czernowitz, University of**—11.
- Dadeville Seminary**—119.
- Dakota**—changes in the school law, territorial school superintendent, school statistics, normal and secondary instruction, post, mission, and Indian schools, 42.
- Dalmatia**—11.
- Daniels, A. J.**—124.
- Darby, Prof. John**—146.
- Dartmouth College**—77, 132.
- Daughters' College**—45.
- Davidson Academy**—187.
- Davis, John**—159.
- Dayton**—151.
- Deaf-Mutes, Institutions for**—23, 192.
- Dekoven, Rev. Dr. James**—55.
- Delamater, John**—146.
- De Lancy Divinity School**—54.
- Delaware**—new school law of 1875, state superintendent, school statistics, normal, secondary, superior, and special instruction; *Wilmington*, city superintendent, school statistics, 43.
- Delaware College**—43.
- Demidoff Lyceum of Jurisprudence**—169.
- Denmark**—recent educational changes in, 43; teachers' convention, University of Copenhagen, 44. See also 170, 171, 204.
- Denominational Schools**—decrease in the number of in Prussia and Bavaria, 44; in Italy, agitation in the Netherlands regarding the denominational system, 145. See also 1, 71, 133, 142.
- Denver**—34.
- Denver College**—28.
- Denver High School**—34.
- Derby, Prof. S. C.**—150.
- De Ruyter Institute**—14.
- Deseret, University of**—196.
- Detroit**—124, 165.
- De Vere, Scher, Prof.**—23, 182.
- Dickinson, John W.**—110.
- Dickinson, William L.**—137.
- Dietzweg**—5, 17, 67, 76.
- Dies, Friedrich**—18.
- Diocesan Free Schools (Ireland)**—90.
- Disciples of Christ**—progress made by this denomination, organization of its institutions of learning, table of college endowments, foundation, etc. of colleges, 45; periodicals, education of the freedmen, 46.
- District of Columbia**—superintendents of white and colored schools, school statistics, normal, secondary, superior, and professional instruction, 46.
- Dittes**—5, 11, 39, 67, 76.
- Doane College**—132.
- Donelson, John**—187.
- Dorpat Seminary**—168.
- Dorpat, University of**—169.
- Dosh, Rev. T. W.**—193.
- Doty, Duane**—84.
- Downs, Charles Algernon**—135, 193.
- Drawing**—its progress in the schools of the U. S., suggestions in regard to by the state superintendent of New York, report of the Mass. Normal Art School, report of Dr. Hodgins concerning its introduction into the schools of Quebec, its status in France and England, views of Supt. S. R. Thompson, of Nebraska, and Prof. Walter Smith, of Mass., 47. See also 7, 110, 191.
- Drew Theological Seminary**—119.
- Dublin High School**—91.
- Dublin, University of**—166.
- Dubuque**—88, 166.
- Dufaure Cabinet**—63.
- Eastern Theological Seminary**—164.
- East-End Training Institute**—13.
- East India Company**—85.
- Eaton, John (U. S. Commissioner of Education)**—2.
- Eaton Family School**—28.
- Elmer, Rev. Rupert**—167.
- Edgren, Mr.**—182.
- Edinburgh**—37.
- Edinburgh, University of**—173, 17.
- Educational Associations**—74, 193.
- Educational Depository (Ontario)**—193.
- Educational Literature**—25, 74, 19.
- Educational Periodicals**—75, 195.
- Educational Publications**—217.
- Education League (England)**—37.
- Edwards, Miss Blanche**—203.
- Egypt**—educational progress, 47; *kontabba* or *makatib*; second schools; special schools; school for girls; mosque schools; *El-Ashar*; Jewish primary school; Greek schools; the Italian legation; denominational and schools; school statistics, 47.
- El-Ashar**—49.
- Eliot, Charles William**—18.
- Eliot, Samuel A.**—18.
- Eko, University at**—134.
- Ellis, A. J.**—29.
- Ellis, Rev. E.**—150.
- Elmira Female College**—139.
- Emerson, George B.**—17.
- Emmence College**—45.
- Endowed Grammar Schools**—90.
- England, Church of**—53.
- England and Wales**—recent national legislation, 49; educational statistics, teachers' citations, 50; scholastic regulation act, National Education League, secondary education, superior education, professional and scientific instruction, industrial schools, army schools. See also 4, 16, 24, 37, 67, 100, 118, 156, 166, 170, 203.
- English Sunday-School Union**—18.
- Episcopal Church**—church of land; report of the National Society; statistics, 53; public statistics; Protestant Episcopal Church; schools and seminaries in the U. S., 54; educational statistics; list of colleges in U. S.; Board of Missions of Protestant Episcopal Church; schools and seminaries in foreign countries; labors of Bishop Lechewsky, Bible class organized by Rev. Thomas Gallaudet; Evangelical Education Society; resolutions of the General Convention, 57; Reformed Episcopal Church, its organization, progress, 57.
- Eric**—166.
- Eller, S. M.**—83.
- Elmuelier, Ernst M. P.**—146.
- Eureka College**—45, 46, 83.
- Evangelical Educational Society**—142.
- Evening High School (New York)**—142.
- Evening Schools**—64.
- Everest, H. W.**—83.
- Ewing College**—83.
- Examinations, University**—112.
- Examiners**—193.
- Eye-Sight**—82.
- Fabri, John**—79.
- Fairchild, Edward B.**—132.
- Fairchild, G. T.**—193.
- Fairfield Normal Institute**—160.
- Falk, Minister**—45.
- Farmington Normal School**—105.
- Farnum Preparatory School**—135.
- Feeble-Minded, Schools for**—192.
- Fellon, Cornelius C.**—19.
- Ferguson, Rev. G. R.**—164.
- Fernando Po**—12.
- Fruiting, Prof. J. B.**—194.
- Field, Thomas W.**—143.
- Fiji Islands**—10.
- Fine Arts, Schools of**—94.

- Finland**—school laws, school statistics, 57; secondary schools, lycæums, real schools, public schools for young women, University of Finland, polytechnic school at Helsingfors, 58; school regulations, private schools, manual labor in the elementary schools, *Uno Cygnæus*, contest in regard to the Swedish and Finnish languages, 59
- Finland, University of**—158
- Fans**—181
- Fordis, Senator**—94
- Foke, Rev. Lewis R.**—123
- Fok University**—187
- Fick, J. G.**—51
- Fickerson, Prof.**—30
- Fleming College**—200
- Florence, Academy of**—95
- Florida**—changes in the school law, state superintendent, school statistics, secondary and superior instruction, 60
- Florida State Agricultural College**—60
- Foreign Sunday-School Union**—120
- Forestry, Schools of**—importance of, 60; their origin, history of, where located, organization of, academies of forestry, literature concerning, 61
- Fort Wayne**—165
- Foster, Prof. W. C.**—3
- Framingham Normal School**—110
- France**—population, educational history and legislation, 61; collection of school fees, regulations concerning non-resident pupils, measures undertaken by the new cabinet of May 18th, primary instruction, school reports, school libraries; method pursued at Belfort, 62; educational exhibit at the Exposition of 1878, Minister Waddington, administration of Brunet, of Bardoux, primary education, 63; study of geography, special efforts to improve it, report of director Gérard, re-organization of the schools in the department of the Seine, 64; the study of political economy, etc. individual efforts of teachers, superior instruction, condition of higher institutions of learning from the time of Napoleon I. to the present, the Catholic University in Paris, 65; the universities at Angers, Lille, Lyons, Poitiers, and Toulouse, Protestant theological faculties, special instruction, 66. See also, 33, 100, 170, 180, 203
- Franklin College (La.)**—103
- Franklin and Marshall College**—164
- Frederick City**—107
- Friedman**—46, 161
- Friedman's Aid Society**—119
- Friedman's College**—161
- French Methodist Conference**—121
- Frank, Wilhelm**—19
- Friends, Society of**—efforts in behalf of higher education, convention at Baltimore, 66; First-Day school conference at Indianapolis, educational statistics, London Yearly Meeting, statistics of First-Day schools in Great Britain 67
- Frederick, Edward S.**—140
- Frederick**—20, 79
- Froebel Societies**—Baroness Marenholz-Bilow, Congress of Philosophers at Prague, *Allgemeiner Erziehungs-Verein, Deutscher Froebelverband*, its meeting at Leipzig in 1877, association in Manchester, 67; Froebel Society of London, American Froebel Society, American kindergarten, American Froebel Union and its publications, its officers, methods, and members, 63. See also 74
- Fujimara, Tanaka**—95
- Fuller, H. E.**—194
- Funchal Medico-Surgical School**—160
- Gaelic Language**—172
- Galiccia**—11
- Gallaudet, Rev. Thomas**—51
- Galveston**—166
- Gardner A. Sage Library**—163
- Garnett, Prof. J. M.**—3
- Garrett, W. R.**—193
- Garrett Biblical Institute**—119
- Gathright, Superintendent**—126
- General Synod of Reformed Presbyterian Church in North America**—161
- General Theological Seminary**—64
- Geneva**—184
- Geneva College**—161
- Geography**—64
- Georges, Karl Ernst**—19
- Georgetown (D. C.)**—64
- Georgetown (Prince Edward I.)**—162
- Georgetown College**—46
- Georgia**—causes preventing the progress of education; state school commissioner, 68; school statistics; normal, secondary, superior, professional, scientific, and special instruction; Savannah, city superintendent and school statistics; Atlanta, city superintendent, and school statistics, 69
- Georgia Academy for the Blind**—69
- German-American Teachers' Association**—70, 194
- German Language**—study of in the United States, progress of the study in St. Louis, Cincinnati, Columbus, New York, and Newark, recommendations of the German-American Teachers' Association, 70. See also 191, 201
- German Spelling Reform**—156
- German Theological School**—160
- Germany**—demand for increased federal jurisdiction over schools, measures of the Prussian government, primary schools in Prussia, 70; in Northern Schleswig, in Bavaria, in Würtemberg, 71; in Saxony, in Alsace-Lorraine, teachers' seminaries, 72; secondary instruction, statistics of, superior instruction, statistics of, 73; educational societies, associations of teachers of secondary schools, 74; proceedings of associations, educational periodicals, 75; educational literature, 76. See also 29, 38, 61, 101, 172, 180
- Ghent**—171
- Ghent College**—45
- Ghent, University of**—15
- Gilman, Daniel C.**—19, 25
- Gilmour, Neil**—37, 129
- Girard College**—158
- Girton College**—202, 203
- Glasgow**—37
- Glasgow, University of**—174
- Gleason, W. H.**—60
- Gleditsch**—61
- Gonzaga College**—46
- Gove, Aaron**—34
- Graefe**—76
- Graham, Robert**—45
- Grand Rapids**—124
- Grand Traverse College**—123
- Grangers' Association**—24
- Grass Valley**—166
- Gratz, University of**—11
- Gréard, M.**—64
- Great Britain**—37, 40, 67
- Greece**—population, school statistics, 76
- Greeks**—49
- Green Bay**—166
- Greenough, J. C.**—193
- Greenwood, J. M.**—129
- Grey, Hon. William**—68
- Grimm, Bros.**—18
- Griqua Land**—26
- Groves, James H.**—43
- Grube, August Wilhelm**—5, 19
- Grube's Method**—5, 19
- Grundtwig**—182
- Guatemala**—26
- Gustavus Adolphus College**—125
- Gymnasia**—80, 93
- Gymnasium, Prussian**—29
- Hagerstown**—107
- Hailman, William N.**—68
- Haisley, W. P.**—60
- Haldeman, Prof. S. S.**—19, 154, 194
- Halifax University**—145, 162
- Hamilton, Dr. F. H.**—118
- Hamilton Female College**—45
- Hamilton Theological Seminary**—12
- Hamilton, William**—45
- Hamlin University**—125
- Hampton, Lydia D.**—193
- Hancock, John**—151, 185
- Harbor Grace**—185
- Harkness, Prof.**—193
- Harlan, David W.**—43
- Harrington, Henry F.**—115
- Harris, William T.**—68, 129
- Harrisburg**—166
- Harrison, Caskie**—193
- Hart, John S.**—3, 147
- Hartford**—42, 166
- Hartford Theological Seminary**—39
- Hartwick Seminary**—104
- Harvard College**—202
- Haven, C. O.**—34
- Haven Normal School**—69, 119
- Haverford College**—3
- Haverfordwest College**—13
- Hayti**—56
- Hazing**—at Yale, Dartmouth, Princeton and Kenyon colleges, at the U. S. Military and Naval academies, remarks in New England Journal of Education, reception at Wellesley College, 77
- Hebrew Free School Association**—78
- Hebrews**—their charitable and educational enterprises; recent societies organized; number of Jews in the U. S.; school statistics; the Union Hebrew College at Cincinnati; general Hebrew educational movement in the cities, 77; meeting of Jewish Ministers in Philadelphia; the Hebrew Free School Association of New York, 78
- Hebrew Union College**—150
- Hedges, Cornelius**—130
- Heidelberg College**—164
- Heikel, Felix**—61
- Heis, Edward**—147
- Helsingfors**—58, 59
- Henderson, Howard A. M.**—97, 193
- Henschel**—5
- Hervot Schools**—38
- Hervey, John C.**—200
- Hesperian College**—45, 46
- Hesse**—61
- Hewett, E. C.**—193
- Higher Education**—191
- High Schools**—86
- Hill, D. H. (General)**—6
- Hill, George W.**—6, 193
- Hinsdale, President**—35
- Hiram College**—45
- History**—184
- Hobart Town**—9
- Hocker College**—45
- Hocker, J. M.**—45
- Hodgins, G. J.**—47
- Holland**—170, 172, 180
- Holly Springs Normal School**—127
- Holloway College**—20
- Holy Angels' College**—109
- Holy Cross, College of the**—111
- Homerton College**—40
- Honduras**—26
- Horton Collegiate Academy**—13
- Howard College**—1
- Howard, Miss Ada L.**—113
- Howard University**—46
- Hove, Dr. S. G.**—113
- Hoyt, John P.**—6

- Hulbert, President—194
 Hume, Alfred—187
Hungary—regulations for elementary, burgher, and normal schools, 78; branches pursued, supervision of the schools, the national kindergarten (*Kisdaróvoda*), school statistics, 79; secondary instruction, universities, academies, special instruction, governmental expenditures, school savings banks, educational literature, 80; teachers' associations, 81
 Hunt, Rev. Abram S.—145, 147
 Huxley, Prof.—52, 176, 179, 185
Hygiene School—recent attention to; remarks in the *Indiana School Journal*; action of the R. I. Medical Society; action of the Belgian government; resolutions of the N. Y. Medico-Legal Society; provisions of the Education Department of Ontario; myopia; effects of study on the eyesight, 81; measures proposed by Ward McLean, views of Dr. Richardson; resolutions of the German Society for Public Hygiene, 82. See also 191
Idaho—changes in school law, territorial superintendent, school statistics, educational condition, 82
Idiots, Massachusetts School for—113
Idiots, N. Y. Asylum for—140
Illinois—changes needed in the school, state superintendent, school statistics, normal, secondary, superior, professional, and scientific instruction, 83; special instruction; *Chicago*, city superintendent of, school statistics, 84
Illinois Agricultural College—83
Illinois Industrial University—83
Illiteracy—14, 53, 71
Imbeciles, Connecticut School for—41
India—progress of education, 84; educational statistics, 85; superior instruction, 86. See also 40, 105, 119, 163
India Conference Theological Seminary—120
India, University of—86
Indiana—text-book question, county supervision, changes needed in the school system, opposition to high schools, state superintendent, biographical sketch of, school statistics, 86; normal, secondary, superior, scientific, professional, and special instruction, 87
Indianapolis—86
Indian Schools—42, 139, 160
Indian Territory—progress of education among the Indians; school statistics, secondary instruction, 87. See also 166
Indo-Germanic Languages—18
Industrial Drawing—110, 111
Industrial Museum—131
Industrial Schools—33, 79, 169, 192
Industrial University—52
Infant Schools—21
Ingham University—139, 140
Innsbruck, University of—11, 167
Iowa—defects in school law, state superintendent, school statistics, normal, secondary, superior, scientific, professional, and special instruction; *Dubuque*, 88; its school statistics, 89
Iowa State University—83
Ireland—National System, convention of teachers in 1876, action of Parliament; school statistics, 89; the Irish language, secondary education, 90; privately endowed schools, Belfast Academy, Royal Academical Institution, Methodist College in Belfast, 91. See also 38
Irish Language—90
Irish Wesleyan Conference—121
Istria—11
Italy—recent school legislation, elementary schools, 91; school statistics, compulsory attendance, 92; secondary schools, government lycéums, technical schools and institutes, boarding schools, church schools, professors' salaries, reforms effected, 93; agitation concerning school reforms, Minister Coppino, superior instruction, school of fine arts, 94. See also 24, 38, 45, 61, 101, 131, 167, 170, 172, 180, 203
 Jackson, Isaac W.—147
 Jahn, Prof. J. C.—30
Jamaica Baptist College—13
Japan—its educational policy, report of the minister of education, school statistics, school of nobles, superior instruction, 95; theological and missionary schools, 96. See also 163, 180
Jefferson Medical College—116
Jersey City—137
Jesuits—166, 167
Jews—49, 77
Jez-Blake, Dr.—51
Johns Hopkins University—19, 78, 107, 108, 117
Johnson, Prof. S. L.—3
Journals, Educational—81
Joyes, Prof. Edward L.—3
Judson, John P.—199
Judson University—6
Jung, Sir Salar—86
Jyväskylä—58, 59
 Kai Sei Gakko—95
Kansas—recent school legislation, state superintendent, school statistics, normal instruction, 96; secondary, superior, scientific, professional, and special instruction, 97
Kansas City—129
Karen Theological Seminary—13
Kazan, University of—169
Kay-Shuttleworth, Sir James P.—147
Keagy, John Mill—19
Kehr, Karl—5, 20, 76
Kelle, Dr.—167
Kellner, Dr.—76
Kelly, Samuel P.—134
Kensington University College—166
Kentucky—changes in the school law recommended, state superintendent, biographical sketch, 97; school statistics, normal, secondary, superior, professional, scientific, and special instruction, 98
Kentucky Classical and Business College—45
Kentucky Female Orphan School—45
Kentucky University—93
Kenyon College—70, 160
Kharkof, University of—169
Kiaz, Pasha—49
Kiddle, Henry—141
Kief, University of—169
Kindergarten—increase in number of in U. S., 98; first kindergarten established in New York, kindergartens in St. Louis, number of at present in the U. S., mechanical imitations of, effect of introduction of upon the school system, 99. See also 22, 67, 79, 81, 83, 129, 184, 192
 Kirby, Maurice—193
Klausenburg, University of—80
Knudsen, K.—183
Köhler, Dr.—67
 Kravitsir, Prof.—2
 Kraus, Prof.—68, 193
 Kraus-Buelle, Mrs.—68, 193
 Labrador—135
La Crosse—166
Ladies' College (London)—121
Ladreit, Prof. Casimir—147
Lafayette College—3, 122, 158
La Grange Seminary—119
Lake Forest University—83
Lange, Wichard—70
Laplancers—182
Larned, Prof.—41
Lasareff Institute (Moscow)—169
La Teche Seminary—119
Latin—51
Laurent, Prof. D.—171
Lausanne—184
Lausanne Theological College—121
Laval University—163
Lawrence, C. D.—188
Lawrence University—195
Law Schools—their number in the U. S., number, supervision of, and examinations for in England, in France, 100; in Germany and other parts of Europe, 101. See also 2, 80, 192, 216
Leach, Daniel—165
Leavenworth—97, 166
Le Couleux St. Mary's Institute—140
Leigh's System of Phonetic Print—14
Leipzig, Commercial School of—24
Leipzig Training School—5
Leland Institute—13
Leland University—103
Lemberg, University of—11
Lemmon, Allen B.—96
Leverrier, Urban J. J.—146
Lewiston—106
Liberal Institute—195
Liberia, 119, 120, 180
Libraries—statistics of in the U. S., school libraries in France, 101. See also 62
Lige, University of—15
Lille, University of—66
Lincoln—132
Lincoln, Dr. D. F.—195
Lincoln Institute—128
Lincoln University—160
Lindsay, President—187
Lindsay, Dr. J. Berrien—188
Lisbois—159, 160
Literature, Educational—25, 74, 195
Little Rock—167
Litté, Maximilian Paul Émile—20
Liverpool—37, 156, 171
Llangollen College—13
Logan Female College—28
Lombard University—195
London—37, 50, 52, 67, 156, 171
London School Board—16, 50
London University—18, 52, 203
Long Island—52
Loring, Dr. E. G.—195
Loring, George B.—35
Lorraine—35
Los Angeles—166
Louise, Princess of Lorne—68
Louisiana—recent changes in the school law, present school system, state superintendent, biographical sketch of, 102; school statistics, normal, secondary, superior, scientific, professional, and special instruction; *New Orleans*, city superintendent of, 103; school statistics, 104
Louisiana, University of—103
Louisville—165
Louisville Institute—7
Louvain, University of—15
Lowell—114
Lowell Institute—7
Luckey, George J.—158
Lund, University of—182
Lusher, Robert M.—102

- Lutherans—number of in the U. S., Free Lutheran Diet of 1877, statistics of Lutheran institutions of learning, 104; Lutheran publications, Lutheran schools in India, 105. See also 169
- Lutheran Schools—168
- Lycum—93
- Lyton, Lord—85
- MacAlister, James—202
- Macalister College—125
- Macmillan—176
- McCub, President—77
- McGill University—40
- McKenzie College—187
- McKeroy, J. M.—1
- McMillan, Andrew—144
- McNitt, School of—23
- Madagascar—40
- Magill, Miss Helen—202
- Malne—condition of schools, state superintendent, school statistics, normal instruction, secondary instruction, 105; superior, scientific, and professional instruction; Portland, Bangor, Lewiston, 106
- Maine Central Institute—105
- Maine Wesleyan Seminary—106
- Malone, M. A. de—170
- Mallon, B.—69
- Malla—166
- Manchester—57
- Manchester Baptist Theological Institute—13
- Manchester College—187
- Manitoba—population, school system, school statistics, schoolage, 106; colleges, University of Manitoba, 107
- Manitoba Normal School—125
- Manual Labor in Schools—59, 186
- Manual Training Shop—186
- March, Prof. F. A.—154
- Marshall-Balton, Baroness—20, 67, 68
- Marine Schools—23
- Marvilles—49
- Marville, Dr. Demetrios—190
- Marquette—166
- Mary Hill College—45
- Martin, Mrs. A. C.—195
- Martin, Edward—57
- Martin, John T.—126
- Martin, William A. P.—27
- Martin College of Theology—57
- Martin Luther College—104
- Martin Missionary Institute—119
- Marsel, Superintendent—194
- Maryland—condition of schools, changes recommended in school law, state superintendent, biographical sketch of, school statistics, normal instruction, secondary instruction, superior, scientific and professional instruction, 107; Johns Hopkins University, Western Maryland College, State Agricultural College, 108; special instruction; Baltimore, 109
- Maryland Institution for the Blind—109
- Maryland Theological Seminary—13
- Mason, Professor—30
- Massachusetts—school legislation, state agents, 109; industrial drawing, Normal Art School, district system, sanitary inspection, secretary of the board of education, school statistics, normal instruction, 110; secondary instruction, superior, professional, and scientific instruction, 111; Smith College, 112; Wellesley College, special instruction, 113; libraries, museums, etc.; Boston, events of 1877, city superintendent, statistics, 114; Lowell, its population, school system, city superintendent, statistics, 114; Cambridge, school system, change in, superintendent, statistics; Springfield, school system, superintendent, school statistics; New Bedford, school system, superintendent, school statistics, 115
- Massachusetts Agricultural College—113
- Massachusetts Institute of Technology—7, 113, 186, 202
- Master Schools (Meisterschulen)—61
- Mayo, A. D.—194
- Medical College of Georgia—69
- Medical College of the Pacific—25
- Medical Colleges—2
- Medical Schools—history of in the U. S., 115; present condition, optional graded courses, medical department of University of Pennsylvania, of University of Michigan, 116; in Yale College, Syracuse University, Women's Medical College, N. Y., Women's College of Pennsylvania, Johns Hopkins University, American Medical College Association, 117; American Academy of Medicine, statistics, medical education in England, 118. See also 214
- Medicine, Schools of in U. S.—192
- Meharry Medical College—119
- Meigs, James L.—188
- Melbourne University—9
- Memphis—188
- Mendota, College of—4
- Mercersburg College—164
- Mercer University—69
- Meridian Academy—119
- Merriam, Prof. E. C.—194
- Methodist Colleges—91
- Methodists—Methodist Episcopal Church in the United States, 119; Methodist Protestant Church, African Methodist Episcopal Church, African Methodist Episcopal Zion Church, Colored Methodist Episcopal Church, 120; British Wesleyan Connection of England, Primitive Methodist Church, United Methodist Free Churches, 121
- Methodist Colleges—121
- Metric Bureau—121
- Metric System—legislation concerning in different countries, American Metric Bureau, 121; views of various associations, societies, etc., in regard to metric system, educational importance of, 122. See also 149, 191, 194
- Mexico—119, 180
- Miami Valley College—150
- Michigan—changes in school law, 122; state superintendent, biographical sketch of, school statistics, normal instruction, secondary instruction, superior, professional, and scientific instruction, 123; Detroit, population, changes in school system of, high school, city superintendent, statistics; Grand Rapids, 124
- Michigan, University of—7, 31, 116
- Middleburg College—186
- Migerka, Dr. F.—193
- Milan, Academy of—95
- Milde, Archbishop V. E.—76
- Miles, Manly—193
- Military Schools—4, 23, 53, 59
- Miller, Mrs. M. H.—194
- Milton College—14
- Milton Mount College—40
- Milwaukee—166, 201
- Minden High School—103
- Ministerial Education Society of Canada—13
- Minnesota—text-book question, proposed changes in school law, state superintendent, school statistics, 124; normal instruction, secondary instruction, superior, professional, and scientific instruction, 125; special instruction; St. Paul, school system, city superintendent, school statistics, 126
- Minnesota Academy—125
- Missionary College of St. Augustine—56
- Missionary Institute—104
- Missionary Schools—96, 119
- Mission Schools—42
- Mississippi—changes in school law, recommendations of superintendent, state superintendent, school statistics, 126; normal instruction, superior, professional, and scientific instruction, special instruction, 127
- Mississippi, University of—3, 127
- Missouri—educational condition, state superintendent, school statistics, 127; normal instruction, secondary instruction, superior, professional, and scientific instruction, special instruction; St. Louis, population, normal school, high school, 128; kindergartens, city superintendent, biographical sketch of, statistics; Kansas City, school system, superintendent, statistics, 129
- Missouri State University—128
- Mitchell, Dr.—147
- Mobile—166
- Model Schools—8
- Molensworth, Rev. William W.—147
- Monongahela College—157
- Monrovia—120
- Montana—educational condition, changes in school law, 129; territorial superintendent, biographical sketch of, school statistics, 130
- Montenegro—area and population, educational condition, school system, Teachers' Academy, 130; female high school, 131
- Montreal—166
- Montreal—163
- Moravia—16, 61
- Morgantown Female Seminary—200
- Morrill, Charles, 115
- Morris, Rev. John—166
- Moscow, 61, 163, 169
- Moscow School of Technology—8, 186
- Moscow, University of—169
- Mosheim Male and Female Institute—187
- Mosque Schools—2, 48
- Mosby Creek Baptist College—187
- Möller, Max—156
- Müller, Rev. Michel—65
- Munich—44
- Murray, Rev. Andrew—164
- Murray, Dr. David—95
- Murray Institute—98
- Museum, Educational—history of museums, effect of Centennial Exhibition upon, Russian pedagogic museum, educational depository of Ontario, museums in several European countries, U. S. national educational museum, 131. See also 81, 152
- Museum of Practical Science—131
- Muskingum College—150
- Music—7, 95, 112
- Myopia—81
- Nantes—170
- Napoleon I.—65
- Nashville—166, 187
- Nashville Institute—13, 188
- Natal—26
- Natches—166, 188
- Natchitoches—166
- National Academy of Sciences—122
- National College of Pharmacy—46
- National Deaf-Mute College—46
- National Educational Association—35, 193
- National Educational Fund—192
- National Educational Museum—131
- National Education League—37, 51
- National German-American Seminary Association—195
- National Medical College—116
- Natural Science Teaching—51, 154
- Nautical School (New York)—140, 141
- Naval Academy (Annapolis)—16
- Naval Schools—6, 23

- Near-Sight*—81, 82
- Nebraska**—school legislation in 1877, state superintendent, school statistics, normal instruction, secondary instruction, superior, professional, and scientific instruction, special instruction, 132. See also 166
- Nebraska, University of*—132
- Nebraska College*—54, 55, 132
- Neophogen Male and Female College*—187
- Nesqueles*—166
- Netherlands**—agitation concerning sectarian education, new school law, educational statistics, secondary instruction, teachers' association, educational museum, superior instruction, 133. See also 45, 131, 204
- Nevada**—recent school legislation, state superintendent, school statistics, normal instruction, secondary instruction, superior instruction, 134. See also 56
- Newark*—70, 137, 166
- New Bedford*—115
- New Brunswick (N. J.)*—163
- New Brunswick**—new normal school at St. John, provincial teachers' institute, school statistics, 134
- Newell, M. A.*—35, 68, 107, 193
- New England Association of School Superintendents*—194
- New England Normal Association*—194
- New Foundland**—new school law, 134; religious exercises, schools of Labrador, school statistics, 135
- New Hampshire**—examination of teachers, text-books, proposed changes in school law, state superintendent, school statistics, normal instruction, secondary instruction, superior instruction, 135
- New Haven*—15, 41
- New Haven Theological Seminary*—39
- New Jersey**—recent school legislation, educational display at the Centennial Exhibition, state superintendent, school statistics, normal instruction, secondary instruction, superior, professional, and scientific instruction, special instruction, 136; *Newark*, condition of the schools in, city superintendent, school statistics; *Jersey City*, classification of schools, city superintendent, school statistics, 137
- New Mexico**—recent school legislation, condition of schools, 137
- Newnham Hall*—203
- New Orleans*—102, 103, 166
- New Orleans University*—103, 119
- New South Wales*—9
- Newton, Prof. Henry*—148
- Newton Centre Theological Seminary*—12
- New York**—recent school legislation, official recommendations, 137; official action, state certificates, compulsory education, state superintendent, biographical sketch of, school statistics, 138; Indian schools, normal instruction, teachers' classes and institutes, private and parochial schools, secondary instruction, superior instruction, 139; scientific, professional, and special instruction, teachers' associations, 140; State Association of Commissioners and City Superintendents, University Convocation; *New York City*, school work for the year, city superintendent, school statistics, 141; *Brooklyn*, changes in the schools, 142; city superintendent, school statistics; *Albany*, school work during the year, city superintendent, statistics; *Syracuse*, population, changes in the schools, city superintendent, statistics; *Troy*, population, school system, condition of, city superintendent, statistics, 143; *Utica*, population, progress made in the schools, school system, city superintendent, statistics, 144. See also 47, 119, 166
- New York City*—33, 70, 87, 141
- New York, University of the City of*—31
- New York Medical-Legal Society*—81
- New York Women's Medical College*—202
- New Zealand*—8, 9
- New Zealand University*—10
- Nicaragua*—27
- Nicolls, Jasper Hume*—148
- Nimes, Schools at*—121
- Noeggerath, Jacob*—148
- Non Sectarian Schools*—12
- Normal Art School (Mass.)*—47, 110, 111
- Normal College (New York)*—139, 141
- Normal College (Tenn.)*—187, 188
- Normal Schools*—1, 4, 15, 24, 34, 41, 43, 46, 78, 80, 83, 87, 96, 103, 105, 107, 109, 110, 123, 125, 128, 136, 138, 139, 149, 157, 187, 188, 192
- Normal University*—83, 196
- North Carolina**—normal schools, condition of the schools in 1876, state superintendent, school statistics, normal instruction, secondary instruction, superior, professional, and scientific instruction, 144; special instruction, 145
- North Carolina College*—144
- North Georgia Agricultural College*—69
- Northrop, Birdsey G.*—40, 68, 122
- North Wales College*—13
- Northwestern Christian University (Buller University)*—45
- Norway*—44, 182, 203
- Norway, University of*—182
- Norwich Free Academy*—41
- Norwich House*—203
- Norwich University*—196
- Nova Scotia**—superintendent of education, school statistics, normal instruction superior instruction, 145
- Oak Grove Seminary*—105
- Oakland Theological Seminary*—39
- Oberlin Theological Seminary*—39
- Obituaries**—George C. Anthon, Alexander Bain, Mrs. J. T. Benedict, Moritz August von Bethmann-Hollweg, 145; Hermann Brockhaus, S. Emmons Brown, Mary Carpenter, Alexis Caswell, Robert Mascall Chamney, Edward Clarke, Alphonso B. Crosby, John Darby, John Delamater, Ernst Moritz Ludwig Ettmueller, 146; Sophia F. Gallaudet, John S. Hart, Edward Heis, Abram S. Hunt, Isaac W. Jackson, James Phillips Kay, Shuttleworth, Casimir Ladreyt, Urbain Jean Joseph Leverrier, Dr. Michell, William Nasau Molesworth, 147; Henry Newton, Jasper Hume Nicolls, Jacob Noeggerath, Wilhelm Puetz, N. L. Rice, Henry Rogers, William Euggles, Giovanni Santini, George B. Sears, Asa Dodge Smith, 148; Sanborn Tenney, 149
- Object Lessons*—20
- Odessa, University of*—169
- Odessa Trade School*—169
- Ogdensburg*—166
- Ohio**—objections to school system, state commissioner, school statistics, normal instruction, 149; secondary instruction, superior, professional, and scientific instruction; special instruction; Cincinnati, its school city superintendent, statistics; Cleveland, its school system, city superintendent, school statistics; Columbus, system, condition of the superintendent, school statistics; Dayton, changes proposed schools, superintendent, statistics, 151
- Ohio Agricultural College*—150
- Ohio Wesleyan University*—150
- Olsted, Prof.*—17
- Omaha*—132
- One Study University*—150
- Ontario**—recent school legislation, present school law, 151; superintendent of education, elementary instruction, school statistics, secondary, normal, and instruction, educational museum, Toronto, 152
- Opoto*—159, 160
- Oppel, Dr. Karl*—76
- Oregon**—changes in the school progress made in the state superintendent, biographical sketch of, school statistics, normal instruction, secondary instruction, superior, professional and scientific instruction, land, its school system, statistics, 153
- Oregon, University of*—153
- Oregon City*—166
- Oriental Academy (Vienna)*—10
- Orenburg*—168
- Orphan Asylum in U. S.*—192
- Orr, Gustavus J.*—68
- Orthography**—action of the Canadian Philological Association, 1877, report of the Committee, 1876, report in 1877, at Baltimore, 154; Spelling Reform Association, English phonetic alphabet, use of the new types, reform in England, German reform, 156. See also
- Okaloosa College*—45
- Ottawa University*—97
- Otterbein University*—122
- Oxford, University of*—52
- Pacific Theological Seminary*—2
- Packer Collegiate Institute*—140
- Page, Mrs. Anna L.*—68
- Pohler, Dr.*—74
- Palatine College*—164
- Palma, Rev. J. de*—196
- Palmer, Prof.*—29
- Pappenheim, Dr.*—67
- Paris*—24, 61, 64
- Paris, University of*—65
- Paris Exposition of 1878*—63
- Parish, Ariel*—41
- Parochial Schools*—1, 139, 142
- Pastors' College*—13
- Patton, W. W.*—46
- Peabody, Mrs. Elizabeth P.*—68
- Peabody Fund*—187, 196
- Peabody Normal Seminary*—103
- Pearl, Joshua T.*—188
- Pearson, Eliphaid*—111
- Peaslee, John B.*—32, 150
- Peay, James H.*—138
- Pedagogic Museums*—81, 131, 133
- Pendleton, W. K.*—199
- Penitence School*—179
- Pennsylvania**—changes recommended in the school law, conformity in city systems, method of supplying text books; the county superintendent, opposition to the high compulsory education, independent education, state superintendent, school statistics, normal, elementary, superior, professional, scientific instruction, 151; special instruction; Philadelphia, its school statistics, art education; Pittsburgh, change in its

- system, needs of the schools, city superintendent, number of schools, 158; school statistics; *Allegheny City*, its school system, changes recommended, condition of its schools, city superintendent, school statistics, 159
- Pennsylvania, University of*—116, 202
Pennsylvania State College—167, 153
Pensions, Teachers'—89
Pavia—106
Periodicals, Educational—75
Pekins Institution for the Blind—113
Perault, Joseph—82
Pera (Neb.) Normal School—131
Petersen, Sigwart—182
Pharmacy, Schools of in U. S.—192
Philadelphia—158, 161, 166
Philadelphia High School—3
Philbrick, John D.—35, 114, 194
Phillips, John—111, 135
Phillips, Samuel—111
Phillips, Wendell—34, 185
Phillips Academy, Andover—16, 111
Phillips Exeter Academy—135
Physiological Association—154, 194
Physiology, Classic—30
Phonetic Alphabet—154, 155, 194
Physical Culture—81
Richard, J. L.—32, 84
Rice Christian College—45
Rickham, Rev. W. C.—106
Ridgely—158, 166
Plymouth Normal School—135
Political Economy—65
Polytechnic College (Penn.)—158
Polytechnic College—13
Port Deposit—107
Porter, Noah—20, 31, 77, 193
Portland (Me.)—106, 165
Portland (Oregon)—55, 153, 154
Portugal—school population, school expenditures, school statistics, secondary instruction, superior instruction, universities, departments in, statistics of, 159
- Post Schools*—42
Postleupsie—165
Practical Seminary—104
Prague, University of—11
Preceptors, College of—50, 156
- Presbyterians** — Presbyterian Church in the U. S. of America; institutions sustained by it, Presbyterian Church South, its educational institutions, Cumberland Presbyterian Church, its institutions, 160; United Presbyterian Church, number and character of its schools, statistics of, Synod of the Reformed Presbyterian Church, its educational institutions, General Synod of the Reformed Presbyterian Church in N. A., its institutions of learning, Presbyterian Churches (Scotland), schools sustained by the Established Church and by the Free Church, 161; Scottish board of education, 162. See also 2, 9
- Presb. Prof. Thomas R.*—29, 193
Primitive Methodist Church—121
- Prince Edward Island** — non-sectarian school law, prospect of improvement in educational condition, Charlottetown, Summerside, Georgetown, Prince of Wales College, 162
- Princeton College*—4, 7
Princeton Seminary—160
Prichett Institute—123
Prior Academy—28
Proger, Mlle. Caroline—184
Protestant Episcopal Church—53, 54
Providence—164, 165, 166
Prussia—29, 44, 61, 70, 167
Putz, Wilhelm—148
Pupil Teachers—50
Purdue University—87
- Quebec**—recent school legislation, drawing, agriculture, 162; teachers' salaries, primary instruction, secondary instruction, normal instruction, superior instruction, school statistics, 163
- Queen's College (Birmingham)*—54
Queensland—8
Quick, Rev. R. H.—51
Quincey, Josiah—111
- Racine College*—55
Ragged Schools—9
Randolph Macon College—198
Rangoon Baptist College—13
Raumer, Prof. von—156
Rawdon College—13
Reed, Sir Charles—156
- Reformed Churches** — Reformed Churches of America, schools supported by, school attendance, Reformed Church in the U. S., its schools and seminaries, 163; number of students, list of colleges, Reformed Dutch Church of South Africa, its schools, 164
- Reformed Episcopal Church*—57
Reform Schools in U. S.—192
Regents' Park College—13
Religious Instruction—8, 92, 184
Rensselaer Polytechnic Institute—140
- Rhode Island** — Illiteracy, evening schools, state commissioner, school statistics, normal instruction, 164; secondary instruction, superior, professional, and scientific instruction, 165; Providence, school buildings, city superintendent, school system, statistics, 165
- Rhode Island Institute of Instruction*—164
Rhode Island Medical Society—81
Rice, Rev. N. L.—143
Richards, Zalmon—130
Richmond—165, 193
Richmond Institute—13
Rickoff, Andrew J.—150
Riddle University—144
Riggs, O. H.—196
Rio de Janeiro—23
Ritch, William G.—137
Rivers, R. H.—193
Riverview College—193
Robert College (Constantinople)—40
Robertson, James—187
Rochester—166
Rochester Theological Seminary—12
Rock River University—83
Rogers, Rev. Henry—148
Rogers, William O.—103
- Roman Catholic Church**—its relation to the educational system of the U. S., opposition to the public school system, views of Rev. Michael Müller, Catholic educational institutions, statistical table of population, parochial schools, &c., 165; statistics of Catholic schools in England and Scotland, higher institutions, 166; Catholic universities in France, congress of the Catholic association of Austria, prevailing opinion in the Austrian Reichsrath, the Jesuits in Austria, Catholic influence in Prussia, in Italy, 167. See also 1, 9, 12, 71, 145, 173, 188
- Rome*—92, 94
Rosa, Senator—94
Rosario, College of—4
Round Hill School—16
Rounds, C. C.—193, 194
Rowland, Levi L.—153
Royal Academical Institution (Belfast)—91
Royal Free Schools (Ireland)—90
Royal Joseph Polytechnic Institute (Buda-Pesth)—80
Rudnew, Dr.—117
Ruffner, William H.—197
Ruggles, Prof. E. K.—194
- Ruggles, Samuel B.*—185
Ruggles, Prof. William—148
Runkle J. D.—7, 185, 186, 193, 194
Rush University—120
- Russia**—educational condition of the empire in 1844; Hippéau's *L'instruction publique en Russie*, primary schools, 167; statistics of, compulsory attendance, ambulatory schools, commercial and industrial education, schools in Orenburg, how constituted, school statistics, 168; teachers' seminaries, great progress in, their origin, how increased from time to time, establishment of four in 1871, the Catharine Teacher's Institute, education of the uncivilized tribes of the empire, pupils of the village schools admitted by preference to the government teachers' seminaries, 168; new seminaries opened in 1875, statistics, teachers' meetings and institutes; secondary instruction, number of gymnasia and pro-gymnasia opened in 1874, what foreign languages are taught in them, schools in the Caucasus, government support of, secondary technical schools, denominational schools; superior instruction, participation of the universities in foreign enterprises, statistics of, special higher education, institutions for, 169. See also 24, 38, 61, 101, 131, 204
- Russian System*—7, 8, 185
Rust Normal Institute—119
Rutgers Female College—139, 140
Rutherford College—144
Ryerson, Rev. Egerton—152
- Sahlen, Dr. C. G.*—181, 182
Sailors' School—5
St. Aiden's College—54
St. Alban's Seminary—200
St. Andrews Divinity School—54
St. Augustine—165
St. Augustine Normal School—56
St. Beas, College of—54
St. Benedict's College—136
St. Cloud Normal School—125
St. Croix Valley Academy—125
St. David's College—54
St. Francis College (Loretto)—187
St. Helen's Hall—153
St. John's—135
St. John's College (Md.)—3
St. John's College (Wis.)—201
St. John's Seminary—125
St. Joseph—166
St. Joseph's Academy—200
St. Joseph's College (Ky.)—98
St. Joseph's College (Pa.)—157
St. Joseph's College (Tex.)—189
St. Joseph's Institute for Deaf-Mutes—140
St. Lawrence Theological School—196
St. Lawrence University—139
St. Louis—70, 99, 128, 129, 166
St. Louis Medical College—116
St. Mark's School (Salt Lake City)—56
St. Mary, University of—189
St. Mary's College—97
St. Mary's Hall—125
St. Meinrad's Theological Seminary—87
St. Olaf's School—125
St. Paul—126, 166
St. Paul Select School—125
St. Petersburg—61, 131, 168, 169, 186
St. Petersburg, University of—169
Salaries, Teachers'—8, 11, 15, 48, 50, 59, 89, 93, 114, 133, 163, 173, 191, 193
Salem Normal School—110, 111
Salles d'asile—2, 14
Salta, College of—4
Salzburg—10
San Antonio—166
San Felipe—27
San Francisco—25, 119, 166
San Francisco Theological Seminary—25

- San Marino—101
 San Salvador—27
 Sanskrit—18
 Santa Fe—166
 Santini, Giovanni—148
 Savannah—69, 165
 Saxony—61, 72
 Sayce, Rev. A. H.—156
 Scarborough, John C.—144
 Schereschewsky, Rev. Samuel I. J.—66
 Schmitz, Dr. L.—21
 School Libraries—101
 School of Mines—4, 140
 School Population of U. S.—192
 School Savings Banks—their design, origin, when established in England, employment of in Belgium, in France, statistics of, 170; effect of in Belgium, employment of in England, in Austria, in Hungary, in Denmark, the Swiss System, 171; their use in Italy, in Holland, literature concerning, 172. See also 89
 Schröter, Carina—171
 Science, Schools of in U. S.—192, 211
 Scio College—150
 Scotia Seminary—160
 Scotland—educational legislation, the temporary board of education, action of Parliament, the Gaelic language, to what extent employed in the schools, circular of the Education Department concerning, 172; the Celtic language in Ireland; educational statistics, government grants, school resources, teachers' salaries, school statistics, table showing school attendance, denominational schools, training colleges; secondary instruction, former lack of schools of this grade in Scotland, remedy provided by the new Code, 173; statistics of secondary schools; superior education, statistics of higher institutions; educational societies, recent meetings of, proceedings at, 174. See also 37, 63, 161, 166, 203
 Scott Centenary Biblical Institute—119
 Scranton—166
 Seabury Divinity School—54, 65
 Sears, Barnas—143
 Sears, George B.—148
 Seattle—199
 Secondary Schools in U. S.—192
 Seelye, Rev. J. H.—112
 Seelye, Rev. L. Clark—112
 Selbourne, Lord—52
 Serena—27
 Seton Hall College—136
 Seventh-Day Baptists—14
 Sewall, Joseph A.—34
 Sewing—109
 Shanghai—56
 Shannon, Richard D.—127
 Shattuck, Joseph C.—33
 Shaw Institute—13
 Shaw University—119
 Sheboygan Mission House—164
 Sheffield Scientific School—4, 19
 Shelton, Rev. William—83
 Shepherd, Henry E.—109
 Sherboro—191
 Sherman, Gen. William T.—35
 Shirreff, Miss Emily—63
 Shute, Prof. S. M.—3
 Siam—area and population, educational condition, branches taught in the schools, school age, education of girls, 174; missionary schools, Siamese pupils in Europe, 175
 Söhler, E. G.—194
 Silesia—11
 Still, J. M. B.—124
 Stillman, Benjamin—21
 Sülka—2
 Slezwick—71
 Smart, Charles S.—149
 Smart, James H.—86
 Smith, Asa Dodge—148
 Smith, Edward—143
 Smith, Erasmus—91
 Smith, Miss Sophia—112
 Smith, Prof. Walter—47
 Smith College—112
 Smithsonian College—195
 Smithsonian Institution—19
 Social Economy—why neglected in the U. S., intelligence alone not enough to secure good government, dangerous tendencies in the U. S., 175; views of Huxley, of Macaulay, need of instruction in political science, 176; method to be pursued, 177
 Society for Promoting Christian Knowledge—54
 Soldan, Louis—193
 South Africa—26, 40
 South America—180
 South Australia—8, 9
 South Carolina—educational condition, recent school legislation, need of high schools, inefficiency of county commissioners, need of normal schools, 177; defects of present school law, state superintendent, school statistics, normal instruction, secondary instruction, superior, professional, and scientific instruction, special instruction; Charleston, its school system, city superintendent, statistics, etc., 178
 Southern Baptist Theological Seminary—12
 Southern Normal University—83
 Southern States—192
 Southern University—1
 South Kensington Museum—131
 South Kentucky College—45
 Spain—24, 38, 61, 101, 180
 Spear, Rev. Dr.—16
 Spelling—50
 Spelling Reform Association—155, 194
 Springfield (Mass.)—115, 166
 Spring Hill College—1
 Stark, Prof. A. B.—23, 29, 193
 Starkey Seminary—23
 Starling Medical College—116
 Statistical Tables—205
 Staunton, Mrs. E. E. Ingham—140
 Stevens Institute of Technology—136
 Stevenson, Robert N.—151
 Stewart, Gen. A. P.—127
 Stickney, Prof. A.—194
 Stillé, Provost—203
 Stockwell, Thomas B.—164, 194
 Stone, A. P.—115, 194
 Storey College—200
 Stowe, Mrs. H. B.—17
 Straight University—103
 Styria—10
 Summerside—162
 Summer Schools of Science—growth of, how organized, method pursued, 178; origin of summer schools, schools established for teachers, popularity of these schools, 179
 Sunday-Schools—growth of, extension of the course of study in, union of missionary and Sunday-school work, the American Sunday-School Union, when established and for what purpose, 179; its missionary work, statistics of, its publications, the Foreign Sunday-School Union, Sunday-schools in Europe, the Sunday-School Union of the M. E. Church, statistics of, its publications, normal classes, the American Baptist Publication Society, number of its schools, National Sunday-School Conventions, the Annual Sunday-School Assembly at Chautauqua Lake, proceedings of, 180; the International System of Bible Lessons, how conducted and where employed, uniform course of instruction to be employed in the Sunday-schools of the Protestant Episcopal Church, the English Sunday-School Union, statistics of, the Church of England Sunday-School Institute, subjects discussed at, 181. See also 9, 67, 119
 Sundberg, Dr.—182
 Supervision, School—79, 86, 193
 Sweden and Norway—Sweden, national high schools in, superior instruction, celebration of the 400th anniversary of the University of Upsal, 181; history and present condition of the university; Norway, elementary instruction in, county academies, textbooks, superior instruction, 182; professional schools, 183. See also 203
 Switzerland—elementary education, discussion in regard to a federal school system, Swiss teachers' association, Swiss People's Union, Cantonal Teachers' Union of Solleure, teaching of gymnastics, illiteracy of recruits, obligatory adult schools, measures of school reform, changes in school laws, 183; sixth conference of the society of teachers of Latin Switzerland, secondary instruction, superior instruction, special and professional instruction, benevolent institutions, 184; school exhibition, 185. See also 61, 131, 171, 180, 203
 Sydney, University of—9
 Synod of the Reformed Presbyterian Church—161
 Syracuse—143
 Syracuse University—117, 139
 Syria—161
 Talladega College—1, 2
 Tallahassee Mission School—87
 Tarbell, Horace S.—123
 Tash, Thomas—106
 Tasmania—9
 Tawasy, Louis—79
 Taylor, Samuel H.—111
 Taylor's Academy—125
 Teachers' Associations—34, 41, 50, 76, 81, 83, 87, 107
 Teachers' Certificates—132, 133, 140, 184, 193
 Teachers' Classes—139
 Teachers' Institutes—12, 24, 43, 83, 87, 88, 107, 139, 187
 Teachers' Seminaries—11, 58, 72, 73, 163, 190
 Technical Education—attention given to the subject during 1877, views of various educators, importance of manual training, 185; influence of the Centennial Exhibition on technical education, Russian exhibit, plan pursued in Worcester Free Institute, 186
 Technical Schools—93, 169
 Technical University—52
 Telugu Mission—13, 105
 Telugu Theological Seminary—13, 105
 Tennessee—condition of the schools, changes needed in the school law, state superintendent, biographical sketch of, school statistics, 186; normal instruction, secondary instruction, superior, professional, and scientific instruction, special instruction; Nashville, historical sketch of, 187; school system, city superintendent, statistics, Roman Catholic schools, higher institutions for colored pupils, 188
 Tenney, Prof. Sanborn—149
 Terre Haute Normal School—87

Texas — changes in the school law, school statistics, normal instruction, secondary instruction, superior, scientific, and professional instruction, 188; special instruction, 189

Texas Institute for the Blind—189

Texas Medical College—189

Texas Military Institute—189

Teyer College—128

Teyer School—135

Theological Institute of Connecticut—41

Theological Institute of Scotland—13

Theological Seminaries—12, 13, 54, 80, 96, 104; table of in U. S., 212

Theological Seminary of Virginia—54

Theology, Schools of in U. S.—192

Tompson, Charles O.—193

Tompson, Hugh S.—178

Tompson, Samuel R.—47, 132, 185, 193

Town Theological Seminary—164

Tubo—56, 95, 119

Tulsa University of Arts—150

Tulay, Count—39, 167

Tupelo—97

Turkey—152

Turkey, University of—153, 203

Tupalo University—127

Tuoluse, University of—65

Tuulup System—83

Training Colleges—50

Training Schools—8

Transvaal—26

Trans Normal School—136

Trinity College (Dublin)—91, 106

Trinity College (Hartford)—41

Trinity University—160

Trans Normal School—182

Transvaal, Leontidas—186

Troy—143

Troy—37, 142

Trout Officers—9

Trumbull, Dr. J. Hammond—154

True Normal School—145

Truman, College of—4

Tufts College—112, 122, 195

Tufts Divinity School—195

Turkey — educational history, kind of education afforded in Turkish schools, 189; school for officials, school founded by Abdul Aziz, societies for special culture, museums, libraries, other institutions, teachers' seminaries, 190. See also 40, 101

Tyrol—10

Union Academy—14

Union Biblical Seminary—191

Union Christian College—23

Union Hebrew College—77

Union Methodist Free Churches—121

Union Seminary—160

Union Theological Seminary (Chicago)—12

United Brethren in Christ—Union

Biblical Seminary, its endowment fund, property, course of instruction, etc.; foreign mission, 191

United Presbyterian Church—161

United States of America — modification of policy in regard to public education, teachers' salaries, higher education, art education, technical education, German and French, improved methods, school hygiene, metric system, 191; the kindergarten, normal schools, compulsory education, Southern States, Peabody fund, national education fund, Bureau of Education, school statistics, 192; educational associations and conventions, National Educational Association, American Institute of Instruction, 193; New England Association of School Superintendents, American Froebel Union, New England Normal Association, American Philological Association, Spelling Reform Association, German-American

Teachers' Association, 194; American Social Science Association, educational periodicals, educational literature, 195

Universalists — statistics of institutions of learning, Liberal Institute, Tufts Divinity School, 195; St. Lawrence Theological School, 196

Universities, American, Table of—206

Universities, French—66, 100

Universities, German—73

Universities, Italian—94

University Convocation—141

University Examinations—111

University of the South—55

University of the West—57, 83

Uno Cynnaus—58, 59

Uppal, University of—44, 181, 182

Uranus College—164

Utah — territorial superintendent, school statistics, University of

Deseret, 196

Utica—144

Valcourt, Dr.—117

Valdivia—27

Valentine, Rev. Dr.—104

Valparaiso—27

Vanderbilt University—188

Vassar College—7, 139

Vaughan, William M.—63

Venezuela — condition of education in, school statistics, normal

schools, colleges, University of Caracas, support of schools, 196

Verdeman School of Theology—12

Vermont — condition of schools, state superintendent, biographical sketch of, school statistics,

normal instruction, 196; secondary instruction, superior, professional, and scientific instruction, special instruction; Burlington, population, school system, city superintendent, school statistics, 197

Vermont, University of—197

Vermont Episcopal Institute—54

Vermont Methodist Seminary—197

Vermont Reform School—197

Victoria—9, 40

Vienna—11, 12, 131

Vienna, University of—11

Vincennes—165

Virginia—amendment in the school law, state superintendent, biographical sketch of, school statistics,

normal instruction, secondary instruction, 197; superior, professional, and scientific instruction, special instruction; Richmond, school system, condition of schools, city superintendent, school statistics, 198

Virginia, University of—3

Virginia City—134

Virginia Institution for the Deaf and Dumb etc.—198

Waddington, William Henry—63, 66

Walden Seminary—119

Wales—37, 40, 49, 50

Wallisford Academy—160

Walworth Academy—14

Ward's Seminary—188

Warren College—98

Warren, William Fairfield—21

Warsaw, University of—169

Warburg Seminary—104

Washburn College—97

Washington—46

Washington and Lee University—198

Washington Observatory—16

Washington Territory, University of—198

Washington Territory—new school law, its provisions, 198; territorial superintendent, school statistics,

normal instruction, secondary instruction, superior instruction, 199

Washington University—128

Washington University (St. Louis)—4, 186

Weanbean Christian Institute—28

Webster, Noah—3

Webb, W. R.—183

Wellesley College—77, 113

Wells, W. P.—195

Wesleyan Female College (Wilmington)—43

Wesleyan University—41

West Australia—9

West Female Institute—17

Western Maryland College—108, 120

Western Seminary—160

Western Theological Institute—12

Westfield Normal School—110, 111

West Point Military Academy—35

West Virginia — amendments to school law, state superintendent,

biographical sketch of, 199; school statistics, normal instruction,

secondary instruction, superior, professional, and scientific instruction, special instruction;

Wheeling, school system, city superintendent, school statistics, 200

Wheeling—165, 200

Wheeling Female College—200

Whipple's Home—41

White, C. H.—193

Whitford, W. C.—201

Whitney, Prof. W. D.—194

Whittemore, Rev. Thomas—112

Whitling School—8

Wickersham, James P.—35, 36, 157, 185

Wilberforce University—120

Wildepin, Samuel—21

Wiley University—119, 188

Willamette University—153

Willoughby College—150

Wells College—139, 140

Wilmington—43, 165

Wilson, J. Ormond—46, 131

Wilson College—144

Winn, Jonathan B.—111

Winona Normal School—125

Wisconsin—movement in regard to text-books, defects in school system, 200; state superintendent,

school statistics, normal instruction, superior, professional, and scientific instruction, special instruction; Milwaukee, educational condition, 201; city superintendent,

school statistics, high school, 202

Wisconsin, University of—4, 31, 201

Wittenberg College—104

Woman's Education Society—68

Woman's Medical College—117

Women, Higher Education of—

agitation of questions in regard to during 1877, university examinations in the United States, 202;

in Canada, institutions for the higher education of women in England, in Scotland, in France,

in Italy, etc., 203; in Denmark, in the Netherlands, in Russia, 204.

See also 28, 112, 123, 152

Woodward, Prof. C. M.—186

Woolsey, President—15

Worcester Free Institute—113, 186

Worcester Normal School—110, 111

Woodbury College—187

Word Method—19

Workshop Schools—157

Wrangel, Fort—2

Wright, Elizur—185

Wärtemberg—61, 71

Wyoming — educational progress, school statistics, 204

Yale College—4, 41, 117

Yankton—42

Yung Wing—28

Ypsilanti Normal School—123

Zanthier—61

Zion's Hill Collegiate Institute—120

Zumpf, Karl Gottlob—21

Zürich—1, 4, 185

Zürich Industrial Museum—131, 185

Zürich Polytechnical School—61

APPENDIX.

EDUCATIONAL INSTITUTIONS.

(See NOTE at the end.)

UNITED STATES.

ALABAMA.**ANDREWS INSTITUTE.**
Andrews Institute.**AUBURN.**
State Agricultural and Mechanical College.**CAMDEN.**
Wilcox Female Institute.**DADEVILLE.**
Dadeville Masonic Female Institute.**EUFULA.**
Union Female College.**FLORENCE.**
Florence Synodical Female College.
State Normal School.**GREENE SPRINGS.**
Greene Springs School.**GREENSBORO'.**

Greensboro Female College. — A delightful winter residence for consumptives. A strictly first-class denominational school of high grade, for young ladies. Terms, \$200.00 per annum for Board and Tuition, including Ancient and Modern Languages, Vocal and Instrumental Music. School session opens October 1st. Address Rev. P. WARD WHITE, Principal, GREENSBORO, Ala.

Southern University.**HUNTSVILLE.**
Huntsville Female College.
Betherwood Home.
Bus Normal Institute.**MARION.**
Howard College.
Judson Female Institute.
Lincoln Normal University.
Marion Female Seminary.**MOBILE.**
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Spring Hill College, under the direction of the Jesuit Fathers, continues to offer the advantages of a most healthy and delightful location, together with those of a thorough Classical, Commercial and Christian Education. Terms for Board and Tuition, per session of ten months, \$300.00. For full particulars address Rev. DOMINIC BRAUDEQUIN, S. J., President, Spring Hill College, near MOBILE, Ala.

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Academy of St. Mary of Loretto.**SELMA.**
Burrell School.**SUMMERVILLE.**
Academy of the Visitation.**TALLADEGA.**
Germania Institute.
Synodical Female Institute.
Talladega College.**TUSCALOOSA.**
Alabama Central Female College.
Tuscaloosa Female College.
University of Alabama.**ALABAMA.**

Ursuline Academy of St. John Baptist. — Twenty-third Session. Board, Washing, Fuel, Light, Tuition in all the English Branches, Needle-work and Domestic Economy, per session, \$88.00. Pens, Ink, and Use of Library, \$2.00. Ancient and Modern Languages, Vocal and Instrumental Music, Painting, Drawing, etc., extra and taught at the usual rates. For further particulars apply to MOTHER SUPERIOR, Ursuline Convent, TUSCALOOSA, Ala.

TUSKEGEE.
Alabama Conference Female College.
Park High School.**ARIZONA.****TUCSON.**
St. Joseph's Academy.**ARKANSAS.****BATESVILLE.**
Arkansas College.**BENTONVILLE.**
Bentonville High School.
Bentonville Institute.**BOONSBORO.**
Cane Hill College.**EVENING SHADE.**
Evening Shade College.**FAYETTEVILLE.**
Arkansas Industrial University.**FORT SMITH.**
St. Anne's Academy.**GREENWOOD.**
Greenwood Male and Female Institute.**JUDSONIA.**
Judsonia University.**LITTLE ROCK.**
Little Rock Commercial College and Telegraph Institute.
St. John's College of Arkansas.
St. Mary's Academy.**LONOKE.**
Lonoke High School.**PINE BLUFF.**
Branch Normal College of Arkansas Industrial University.**SEARCY.**
Searcy District High School.**CALIFORNIA.****BATAVIA.**
Batavia Select School.**BENICIA.**
College of St. Augustine.
St. Catherine's Convent and Female Academy.
St. Mary of the Pacific.
Young Ladies' Seminary (Miss M. E. SNELL).**BERKELEY.**
University of California.**BROOKLYN.**
Mills Seminary for Young Ladies.**COLLEGE CITY.**
Pierce Christian College.

California.**GILROY.**

Convent and Academy of Mary Immaculate.
Gilroy Seminary.

LOS ANGELES.

The Pacific Normal Training School for Kindergartners and the California Model Kindergarten.
St. Vincent's College.

MARYSVILLE.

College of Notre Dame.

NAPA CITY.

Napa Collegiate Institute.
Napa Ladies' Seminary.
Oak Mound School for Boys.

OAKLAND.

California Military Academy. Address Rev. DAVID McCLEURE, Ph. D., Principal, OAKLAND, Cal.
Convent and Academy of the Holy Names.
Convent of Our Lady of the Sacred Heart.
Golden Gate Academy and Cadet School.
Oakland High School.

Pacific Theological Seminary.—Year opens in August and closes in May. Address Prof. J. A. BENTON, OAKLAND, Cal.

PETALUMA.

St. Vincent's School for Girls.

PLACERVILLE.

Placerville Academy.

PUEBLO OF SAN JOSE.

Convent and Academy of Notre Dame.

RIO VISTA.

St. Gertrude's Academy.

ROHNERVILLE, HUMBOLDT CO.

St. Joseph's College.

SACRAMENTO.

Art and Business College.
Goethe's German School.
Home Kindergarten (Mrs. N. G. HILL).
Howe's High School and Normal Institute.
Sacramento Business College (E. C. ATKINSON).
Sacramento Home School (Mrs. F. M. ROSS).
Sacramento Institute (Bro. CLANAN).
Sacramento Select School (Mrs. A. C. CURTIS).
Sacramento Young Ladies' Seminary (W. S. HUNT).
St. Patrick's College.

SAN ANTONIO.

San Antonio Academy.

SAN DIEGO.

Point Loma Seminary.

SAN FRANCISCO.

California College of Pharmacy.
California Pharmaceutical Society.
College of Medicine (University of California).

College of Notre Dame of San Francisco.—For Young Ladies. Conducted by the Sisters of Notre Dame. This Institution, founded in 1866, chartered in 1876 by Act of the Legislature of the State of California, and empowered to confer Collegiate Honors, is situated on Dolores Street, opposite the old Mission Church. A large addition has recently been erected for the more ample accommodation of boarding pupils. The course of instruction embraces all the branches necessary to the acquisition of a solid and refined education. Parents in confiding their children to the care of the Sisters may feel perfectly satisfied that every attention will be given to their intellectual and moral culture, while the system of government combines sufficient firmness with maternal solicitude to ensure the real progress and advantage of the pupil. For full particulars as to terms, etc., apply to the SUPERIORESS.

Heald's Business College.
Home Institute (Miss I. G. PRINCE).
Pacific Business College.
Presentation Convent and Free School.
Sacred Heart College.
Sacred Heart Presentation Convent.

California.

St. Ignatius College, S. J.—This Institution, conducted by the Fathers of the Society of Jesus, was opened for the reception of students October 15th, 1855. It was incorporated to the laws of the State on April 1st, 1856, and empowered to confer academical degrees "such literary honors as are granted by any university in the United States." Its design is to give thorough Classical, Mathematical, and Philosophical education. There is also a Commercial College intended for day-scholars or J. PINASCO, S. J., President, 840 Market Street, FRANCISCO, Cal.

St. Mary's College.**St. Vincent's School.****San Francisco Theological Seminary.****Santa Clara College.****School of Civil, Mining and Mechanical Engineering (City) College.****Medical College of the Pacific (University of California) Urban Academy.****Madame Zeitska's Institute.****SAN JOSE.****California State Normal School.****College of Notre Dame.****Institute Business College.****SAN JUAN (BAUTISTA).****Convent, Asylum and Academy.****SAN LUIS OBISPO.****Academy of the Immaculate Heart of Mary.****SAN MATEO.****Laurel Hall.****SANTA BARBARA.****Franciscan College.****St. Vincent's Institution.****Santa Barbara College.****SANTA CLARA.****Santa Clara College.****University of the Pacific.****SANTA CRUZ.****Academy of the Holy Cross.****SANTA ROSA.****Pacific Methodist College.****SANTA INEZ, SANTA BARBARA CO.****College of Our Lady of Guadalupe.****STOCKTON.****St. Agnes Academy.****VALLEJO.****Vallejo High School.****VACAVILLE, SOLANO CO.****California College.****WASHINGTON, NEVADA CO.****Washington College.****WOODLAND, YOLO CO.****Hesperian College.****COLORADO.****CENTRAL CITY.****Mount St. Michael's Academy.****COLORADO SPRINGS.****Colorado College.****Mining Institute.****DENVER.****Denver Collegiate Institute.****High School.****St. Mary's Convent and Academy.****Wolfe Hall.****FORT COLLINS.****Agricultural College of Colorado.****GOLDEN.****Jarvis Hall.****Matthews' Hall.****State School of Mines.****GUADALUPE.****Sacred Heart Academy.**

Colorado.

PUEBLO.
Loretto Academy.
Pueblo College.
TRINIDAD, LAS ANIMAS Co.
St. Joseph's Academy.

CONNECTICUT.

BALTIC.
Academy and Boarding School of the Holy Family.
BETHANY.
Bethany Academy.
BETHLEHEM.
Home School for Girls.
BRIDGEPORT.
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Jersey City High and Training School.

Fr. A. Mollenhauer's School of Music. Established 1864. Not only in name but in reality will this be found a thorough School of Music. Devoting all his time, talent, and energy to this end, Mr. Mollenhauer has built up an institution, which is a source of pride to all lovers of the art, and which may be safely recommended to students, desirous of honest, capable, and conscientious instruction in the various branches of Music. All lessons are given personally by Mr. Mollenhauer, but in departments where this is not practicable, the most able teachers are selected (as occasion requires) to assist him. Lessons will be given in Vocalization, Pianoforte, Organ (Cabinet or Church), Violin, Violoncello, Guitar, Flute, Cornet, and Harmony. Private Soirees will be given at short intervals, having for their object the performance of a high order of music, and the appearance in public of such pupils as have distinguished themselves by rapid improvement. In conclusion, it is necessary to state that the taking of lessons, without the regular and diligent practice of the same, is a waste of time and money, and a source of chagrin both to pupil and teacher. Music, as it is the most beautiful, is the most difficult of accomplishments, and requires persistent study to reach even a moderate degree of excellence.

Terms, payable in advance, for a session of ten weeks, two lessons a week: In Class — Piano, Singing, Cabinet Organ, each \$12.00; Harmony, \$10.00; Violin, \$15.00; Class for Reading at Sight, Instrumental, \$10.00; Class for Reading at Sight, Vocal, \$10.00; Singing Class for Glee's Choruses, etc., \$10.00. (Lessons on Church-Organ, Violoncello, Flute, Cornet, and Guitar will only be given privately.) — Private lessons in all the above mentioned branches, one-half hour, \$25.00; one whole hour, \$45.00. Practice of Classical Musical Duets, Trios, Symphonies, etc., of Beethoven, Mozart, Mendelssohn, etc., for advanced performers only, one-half hour, \$20.00; hour lessons, \$40.00. Circulars containing terms, etc. will be forwarded on application. Address FR. A. MOLLENHAUER, 121 Grand Street, JERSEY CITY, N. J.

St. Aloysius' Academy.

St. Bride's Academy.

St. Mary's Academy.

St. Michael's Academy.

New Jersey.

The Misses Wreak's Day School for Young Ladies. Established over 10 years. Centrally and pleasantly situated. The course of instruction includes the English branches, French, Drawing, Latin, and Algebra. Terms, *per quarter*, Primary Department, \$10.00 to \$12.00; Junior Department, \$16.00 to \$18.00; Senior Department, \$20.00 to \$25.00 (including Literature and Elocution, \$30.00). German and Music form extra branches. Extra classes are also formed in French, German, and Elocution.

The school year extends from September 20th to June 20th, and is divided into equal parts. Pupils will be received at any time during the year. The best references given. Address for further particulars, The Misses WREAKS, 134 Mercer Street, JERSEY CITY, N. J.

JERSEY CITY HEIGHTS.

Belmont Hall School.

LAWRENCEVILLE.

Classical and Commercial High School. — Rev. S. M. Hamill, D. D., Principal and Proprietor; Hugh Henderson Hamill, Esq., Vice Principal.

This Institution was founded in the year 1810. During almost seventy years the school has been under the control of only three proprietors. Pupils have been drawn to it from almost every state in the Union, from South America, the West India Islands, the Cherokee and Choctaw nations, from Great Britain, Canada, America, India, and Japan. Among its pupils will be found many who have risen to high distinction. — Lawrenceville is highly eligible for such an Institution on account of its proximity to Trenton and Princeton, its retirement, healthfulness, and good neighborhood. Address for terms, etc., Rev. S. M. HAMILL, D. D., Principal and Proprietor, LAWRENCEVILLE, N. J.

Young Ladies' Seminary (Rev. R. H. DAVIS).

MADISON.

Drew Theological Seminary.

St. Elizabeth's Academy.

St. Joseph's Preparatory Boarding School.

MATAWAN.

Glenwood Institute.

METUCHEN.

Marshall's Family Boarding School for Boys. — Conveniently and pleasantly located. This school is intended to furnish instruction to a limited number of boys in such branches as are necessary for a thorough and practical preparation for business life or for admission to college. Besides the regular branches of study, instruction will be given, if desired, in French and German. The principal is also thoroughly conversant with the Spanish language. Extra charges will be made if any of these languages are taught. The school year begins on the first Monday of September. Terms, per year of forty weeks, \$460.00.

The principal refers by permission to Rev. Dr. Campbell, President of Rutgers College, and to other prominent gentlemen. For further information address A. W. MARSHALL, Principal, METUCHEN, N. J.

MILLBURN.

St. Stephen's School.

MONTCLAIR.

Montclair Kindergarten.

MORRISTOWN.

French and English Boarding and Day School for Young Ladies and Children (removed from Dobb's Ferry-on-the-Hudson). Terms for board and tuition in English, French, and Latin, \$360.00 per annum. Address Miss E. ELIZABETH DANA, MORRISTOWN, N. J.

Morristown Boarding School for Boys. Address the Rev. S. N. HOWELL, A. M., Principal, MORRISTOWN, N. J.

Miss Woodward's Seminary.

NEWARK.

Beacon Street School Kindergarten (Miss B. Dorsch).

Bryant and Stratton Business College.

Miss Dora Cushman's Kindergarten.

German-American School and Kindergarten (H. Schuricht).

New Jersey.

German Theological School.

Hulse Seminary and Kindergarten.

Kindergarten of the Ninth Ward (German-English School).

Newark Academy (Samuel A. Farrand).

New Jersey Business College and Phonetic Institute.

St. Benedict's College.

St. John's Academy.

St. Mary's Academy.

Kindergarten of St. Peter's Parish School.

St. Scholastica's Academy.

St. Vincent's Academy.

Young Ladies' Institute (Miss E. H. Magie).

Young Ladies' School (Miss Melvaine).

Young Ladies' Seminary. — Miss Robb's School for Young Ladies and Children. The location of this school is pleasant and healthful and removed from the centre of the city. The building is large and commodious, and the close proximity of the school to New York City is an especial advantage, inasmuch as the pupils can frequently enjoy, in company with a teacher, the refining and educating attractions of the metropolis.

The principal, with the aid of efficient assistants, offers to her pupils superior advantages for a thorough education in the usual English branches, Music, the modern Languages, Painting, etc.

The course of study is, in fact, thorough and extended, and is intended to include all the branches which are to be considered as essential to the finished education of young ladies.

The course of instruction is divided into the Junior, Middle, and Senior departments, and the number of pupils is *invariably limited*.

Terms, including board and tuition, \$400.00 per annum. Instruction, with board during school week only, \$300.00. Under these terms are included the usual English branches, Latin and Drawing, washing, fuel, and pew-rent. Particular attention is given to orthography, penmanship, and composition during the entire course. Instruction in Modern Languages by native teachers, at Professors' charges. Music is taught by a German professor of recognized ability. Lessons in Oil and Water Color painting, China painting, and other ornamental branches.

The school year opens September 20th and closes June 20th. Address Miss JULIA A. ROBB, Principal, Parkhurst and Brunswick Streets, NEWARK, N. J.

NEW BRUNSWICK.

Boarding and Day School, and Kindergarten (Misses K. S. FRENCH and N. F. RANDOLPH).

Boarding School for Young Ladies (Misses BUCKNALL).

Mrs. Parks' Seminary for Young Ladies. Mrs. PARKS, for many years Principal of the Ferris Female Institute, 153 Madison Avenue, New York, will continue in New Brunswick her plan of instruction. To a thorough training in the English branches will be added all the accomplishments of a finished education. The course of study will be carefully adapted to the health and capacity of each pupil, and no efforts spared to inspire a sincere and ardent love for knowledge. Art, Music, Belles Lettres, and Modern Languages will receive special attention, and parental care given to the Physical, Social, and Moral culture of the young ladies. The location of the school is delightful, combining the advantages of city and country. Charges extend from the date of entrance to the close of the school year, and no deduction is made for absence. Twelve pupils will be admitted into the family, receiving constant care from the Principal, aided by French and English resident teachers.

Terms, per annum, including French and Latin:

<i>Boarding Pupils.</i>		<i>Day Pupils.</i>	
Board and Tuition	\$400.00	Collegiate Classes	\$80.00
Use of Piano.....	24.00	Academic "	64.00
Seat in Church....	12.00	Preparatory "	48.00
<i>Extras:</i> Drawing and Water Colors, \$32.00; Oil Painting, \$50.00; German, \$48.00; Stationery, \$4.00.			
Charges for all Modern Languages, except French, as			

New Jersey.

well as those for Music will depend upon the terms of the Instructors. Young Ladies desiring to study French, German, or Latin, may enter the daily classes at moderate terms.

Mrs. PARKS is permitted to refer to the following gentlemen, either patrons, or personally acquainted with her school: Pres. W. H. Campbell, D. D., LL. D., New Brunswick, N. J.; Prof. John DeWitt, D. D., New Brunswick, N. J.; Prof. Jacob Cooper, S. T. D., New Brunswick, N. J.; Chancellor Howard Crosby, D. D., LL. D., N. Y. City; Prof. Roswell D. Hitchcock, D. D., N. Y. City; Rev. E. P. Rogers, D. D., N. Y. City; Rev. Stephen H. Tyng, Jr., N. Y. City; Rev. G. L. Prentiss, D. D., N. Y. City; Rev. H. M. Field, D. D., Editor of N. Y. Evangelist; J. W. C. Leveridge, Esq., N. Y. City; Hon. Frederick A. Seward, Asst. Sec'y of State, Washington, D. C.; Dr. Henry Sabin, Williamstown, Mass.; Dr. E. S. Lemoine, St. Louis, Mo.

For further particulars, address Mrs. PARKS, Principal, 13 Livingstone Avenue, NEW BRUNSWICK, N. J. Rutgers College.

Rutgers College Grammar School, under the control of the Trustees of Rutgers College. Established 1770. Situated in New Brunswick opposite the College Campus and standing in eight acres of ground. This school is now under the management of Rev. D. T. REILEY, the Professor of Latin in Rutgers College, and it is his desire, as it is that of the Trustees, that the Institution should maintain its place as a classical school for the preparation of boys and young men for entrance to any college while adding thereto that initiation into practical and scientific studies which is required in entering the various Technical and Scientific Schools, or in meeting the demands of modern business life. For this purpose especial care has been bestowed upon the selection of an efficient corps of instructors. Among these may be mentioned the Rev. SAMUEL LOCKWOOD, Ph. D., well known as an original observer and as a contributor to our best periodicals, who gives instruction in the departments of Natural History, Technology, and Familiar Science.

The Corps of Examiners includes President Campbell and leading professors of Rutgers College. Each of the Examiners has his regular subjects, the examinations in which are rigid and thorough, and are designed not only to ascertain the progress of the student, but also to direct and assist the teacher and thus secure the highest progress of each class. The school is provided with a very complete cabinet of Geology and Natural History. Students also have the benefit of Prof. REILEY's and Prof. Lockwood's private cabinets and those of Rutgers College.

The Rector resides a few blocks only from the school building. A limited number of pupils will be received into his family and will be under his care and supervision. The location of the school at one of the principal stations on the Pennsylvania Railroad renders it easy of access for day scholars also.

Terms for Board, Tuition, Light, and Fuel, \$100.00 per quarter. No extras except for washing, medical attendance, and studies not in the regular course. Terms for Day scholars, from \$9.00 to \$18.00 per quarter, according to the classes in which they are placed. For further information, address Rev. D. T. REILEY, A. M., Rector, NEW BRUNSWICK, N. J.

Theological Seminary of the Reformed Dutch Church in America.

NEWTON.

Newton Collegiate Institute.

ORANGE.

French and English School (Misses DEARBORN & MORGAN).

French and English School (Mrs. DEGRAUW).

Montrose Military Institute.

Seton Academy.

PATERSON.

Passaic Falls Institute for Young Ladies. Address Rev. J. C. WYCKOFF, Principal, PATERSON, N. J.

New Jersey.

Paterson Business College.

St. Agnes' Academy.

St. Joseph's Academy.

St. Rose Academy.

Tallman Seminary.

PENNINGTON.

Pennington Institute for the Education of Young Ladies and Misses, Young Gentlemen and Boys. Established 1844. Beauty of location, healthfulness of climate, and distance from the immoral influences of large towns and cities render it a very desirable place for the education of Young Ladies and Gentlemen. The buildings have been erected with special reference to the comfort and convenience of pupils and are warmed by hot air; extra care is demanded in reference to all fires.

The object of the school is to elevate the standard of education; and, to effect this, none but the best teachers are employed. Pupils of any age are admitted, but not for a less period than one session, unless an agreement be previously made. The year consists of two sessions of 22 weeks—divided into two terms of eleven weeks. Vacation during the months of July and August. The Institute is furnished with a Library of more than 2000 volumes of choice books, to which pupils have access at a moderate charge. Lectures upon different subjects will be delivered at stated periods for the benefit of the pupils. Students prepared for College. Terms reduced to suit the Purse and Times. Address, for full particulars, Rev. A. P. LASHER, Principal, PENNINGTON, N. J.

Pennington Seminary.—For convenience of access, healthfulness and beauty of location, thorough scholarship, the development of noble character, home comforts, tender care of students, and reasonable charges, Pennington Seminary claims to be among the foremost in this country. Address THOS. HANLON, D. D., President, PENNINGTON, N. J.

PERTH AMBOY.

The Misses Manning's Boarding and Day School for Young Ladies and Children.

Miss Gertrude Parker Smith's Day School for Young Ladies and Children. Established 1873. This school will re-open for the Fall term September 14th, 1878. Miss SMITH has the assistance of Mrs. R. M. CORNELL, as teacher of French and Music, and of Miss ROWSON, as Drawing teacher.

The terms, per quarter, for pupils under twelve years of age are:

In English Studies.....	\$15.00
" French—half-hour lessons daily....	6.00
" Music—half-hour lessons daily.....	20.00
" Drawing.....	3.00

For pupils over twelve years of age the terms are, per quarter:

English studies.....	\$20.00
French.....	8.00
Music.....	20.00
Drawing.....	5.00

Miss SMITH will receive a limited number of pupils as boarders. The terms for such will be made known upon application. The best references given and required. Address Miss GERTRUDE PARKER SMITH, Principal, Corner of High and Market Streets, PERTH AMBOY, N. J.

PLAINFIELD.

Boarding and Day School. (Miss H. M. CONKEY).

Plainfield Academy.

Young Ladies' College. — Opens for Fall Term in October. Address Miss E. E. KENYON, Principal, PLAINFIELD, N. J.

PRINCETON.

College of New Jersey.

Princeton College Preparatory School. — A Boarding and Day School. Refers to Faculty of College of New Jersey. Address Rev. C. J. COLLINS, A. M., Principal, PRINCETON, N. J.

New Jersey.

Theological Seminary of the Presbyterian Church.

RINGOES.

Seminary at Ringoes.

SALEM.

Salem Collegiate Institute.

SHILOH.

Union Academy.

SOUTH AMBOY.

Stevensdale Institute.

SOUTH ORANGE.

Seminary of the Immaculate Conception.

Seton Hall College. — Directed by Secular Priests and experienced Lay Professors. Delightfully situated on the Orange Hills — perfectly free from malarial fever. Course of studies, classical or commercial at the option of Parents. Board and Tuition, \$320.00 per annum. Address JAMES H. CORRIGAN, A. M., President, SOUTH ORANGE, N. J.

South Orange Academy.

SPRINGFIELD.

Springfield Institute.

SUMMIT.

Home School for a limited number of Girls, with all educational advantages, careful training and motherly sympathy. For circular, with ample references, address the Principal, Miss J. D. SAVAGE, SUMMIT, N. J.

Summit Institute.

TRENTON.

Capital City Commercial College.

New Jersey State Normal and Model School.

Young Ladies' Institute. — This school is *thoroughly classified*, the course of instruction is thorough and comprehensive and the Directors feel confident that the educational advantages here offered are unsurpassed. French is taught by a native teacher, and Drawing by a graduate from the School of Design, in Philadelphia.

"It is now very generally admitted that children are to be taught something more than simply to 'read, write and cipher.' The first step in the business of education seems to be to lead children to observe with attention the objects which surround them and then to describe with accuracy the impressions made upon their minds through the medium of the senses. A knowledge of things must precede a knowledge of words."

It is upon this basis that the course of study in this Institute is arranged.

Students are admitted to the regular course or to pursue special studies selected with the approval of the Principals. Instruction in Drawing will be given to persons not members of the school upon application to the Principals. The school year, commencing the first Monday in September, is divided into four quarters of ten weeks each. Vacation during the Christmas Holidays. Address for all desired information as to terms, etc., Miss CLARA BLOODGOOD and Miss ADDIE BULLMAN, Principals, 112 East State Street, TRENTON, N. J.

VINELAND.

Vineland Institute.

WESTFIELD.

The Westfield Seminary for Young People. — This School is now entering upon the sixth year of its existence and has become a permanent institution. In conformity with the times, prices have again been reduced so that the terms are now as low as possible, consistent with securing competent assistance in the various departments of instruction. Pupils entering the Junior Department can graduate in four years, two years being given respectively to the Junior and Senior Departments. Pupils can be received at any time into any Department, by passing a satisfactory examination in the studies of the Lower Departments. The classes in Light Gymnastics are free to all pupils of the Seminary, a place in the class being dependent only upon courteous deportment and careful attention to the instruction given.

New Jersey.

It is the constant aim of the Principal and her assistants to inspire their pupils with a love of Knowledge and no efforts will be spared to secure their mental and moral culture and to surround them with those influences which shall tend to the formation of an elevated Christian character. Although the Seminary is designed primarily for young ladies, young gentlemen are also received. In addition to an Introductory Division, the school is divided into four Departments with a course of study for each.

Board and tuition in English branches and one language, \$350.00 per annum. Five-day scholars, \$260.00 per annum. Pupils may enter at any period of the year and will be charged only from the time the engagement is made, but they will be expected to remain till the close of the school-year.

Westfield is delightfully situated on the Central Railroad of New Jersey, less than one hour's ride from New York, with which trains connect frequently during the day. The natural attractions of the village, its delightful scenery, and its elevated and healthful location, nearly two hundred feet above the waters of Newark Bay, combine to make Westfield one of the most desirable places for residence in the vicinity of New York.

Further information will cheerfully be given by the Principal in response to applications, either in person or by letter. Address Mrs. E. H. LADD, Principal, WESTFIELD, N. J.

WOODBURY.

Deptford School.

NEW MEXICO.

ALBUQUERQUE.

Holy Family Select School for Boys.

LAS CRUCES.

Visitation Academy.

LAS VEGAS.

Las Vegas College.

SANTA FE.

Academy of Our Lady of Light.

English and Classical School (G. W. RIGGLE).

St. Vincent's Hospital and Orphan Asylum.

San Miguel College.

NEW YORK.

ADAMS.

Hungerford Collegiate Institute.

ALBANY.

Academy of the Sacred Heart.

Albany Academy (MERRILL E. GATES).

Albany Female Academy (Miss LOUISA OSTROM).

Albany Law School (Union University).

Christian Brothers' Academy.

English, French, and Classical Institute (LUCY A. PLYMPTON).

Folsom's Albany Business College.

Froebel Kindergarten (St. Agnes School).

Medical College (Union University).

New York State Normal School.

St. Agnes School. — A Church School for Girls under Bishop DOANE, Sister HELEN, and Miss BOYD.

Regular and post-graduate courses (Oxford or Harvard), Music and Languages. Terms, \$350.00 per year. Address Bishop DOANE, ALBANY, N. Y.

St. Joseph's School.

St. Mary's School for Girls.

ALDEN.

Cottage Seminary.

ALFRED.

Alfred University.

ALLEGANY.

St. Bonaventure's College. — Conducted by the Franciscan Fathers. Founded 1859. Situated near the Allegany River, on the N. Y. & Erie Railroad, in one of the most healthy and picturesque sections of the country. Extensive grounds and large and well-selected library. Course of studies — ecclesiastical.

New York.

classical, scientific, and commercial. Board and tuition, per annum, \$200.00. Address Very Rev. FRA. LEO DA SARACENA, O. S. F., President, St. Bonaventure's College, ALLEGANY, Cattaraugus Co., N. Y. St. Elizabeth's Academy.

AMENIA.

Amenia Seminary.

AMSTERDAM.

Amsterdam Academy.

ANDES.

Andes Institute.—For both sexes. Pupils prepared for business, teaching, or college. Instruction thorough. Terms moderate. Send for circular. Address Rev. E. H. STEVENSON, A.M., Principal, ANDES, Delaware Co., N. Y.

ANNANDALE.

St. Stephen's College.

ANTWERP.

Ives Seminary.

ARCADE.

ArCADE Academy and Union School.

ARGYLE.

Argyle Academy.

ATTICA.

Attica Union School and Academy.

AUBURN.

Auburn Theological Seminary.

Miss Helen E. Hart's Kindergarten.

Young Ladies' Institute (MORTIMER L. BROWNE).

AUGUSTA.

Augusta Academy.

AURORA.

Cayuga Lake Academy.

Wells College.

BABYLON.

Bay View Institute.—English, Classical, Commercial, and Military School. Near the Atlantic Ocean and Great South Bay. Address L. HOMER HART, Principal, BABYLON, Suffolk Co., N. Y.

BALMVILLE (NEWBURGH).

Academy of Our Lady of Mercy.

BATAVIA.

Batavia Union School (Academic Department).

Mrs. W. G. Bryan's Boarding School for Young Ladies. Address Mrs. W. G. BRYAN, Principal, BATAVIA, N. Y.

Family Boarding and Day School (Miss E. G. THRALL). St. Joseph's Convent of Our Lady of Mercy.

BELFAST.

Genesee Valley Seminary.

BELLEVILLE.

Union Academy of Belleville.

BINGHAMTON.

Binghamton College and Conservatory of Music for Young Ladies. — Doubled its number last year. Terms, \$300.00; no extras; Bible College free. Address Rev. R. A. PATTERSON, A.M., President, BINGHAMTON, N. Y.

St. Joseph's Academy.

BRIDGEHAMPTON.

Bridgehampton Literary and Commercial Institute.

BROCKPORT.

State Normal School.

BROOKLYN.

Adelphi Academy.

Miss A. M. Anderson's Kindergarten.

Athenæum Seminary for Young Ladies, under the charge of Rev. GEORGE NORMAN BIGELOW, A.M., and Rev. JOHN FLAVEL BIGELOW, D.D. This school has been in successful operation for over nine years. The principals and their assistants are teachers of experience, having been connected with normal schools and other seminaries of learning both in this country and in Europe. The school is divided into three

New York.

departments—Preparatory, Sub-Collegiate, and Collegiate. No extra charges in any department. For full information, address the Principals, BIGELOW Brothers, Athenæum Seminary, cor. Clinton and Atlantic Streets, BROOKLYN, N. Y.

A. T. Baldwin's Private School for Boys.

Brooklyn Collegiate and Polytechnic Institute.

Brooklyn Heights Seminary, for the Education of Young Ladies. Established by Prof. ALONZO GRAY, LL. D., in 1851. The present Principal has devoted himself for a period of twenty-five years and more to the subject of Female Education; he has had thousands of pupils under his care and is aided by able and experienced teachers.

The edifice is eligibly situated, is 75 feet in front, 63 in depth and five stories in height. There are devoted to school purposes, large and well-ventilated ward-rooms, a Laboratory, and rooms for Recitations, for Painting and Drawing, and for Instrumental Music. The school is divided into two Departments—Junior and Senior—each of which is subject to sub-divisions. These classifications are based not upon age but upon the scholarship of the pupil. The course of study includes the English branches, French and Latin, Music, Drawing and Painting, etc. The institution offers unusual advantages to those who wish to pursue the higher branches of study. It is provided with a large and well-selected Library, with costly Chemical and Philosophical Apparatus, Globes, Maps, and Geological Charts, Cabinets of Minerals and Shells, Optical instruments, and numerous paintings and engravings.

The building attached to the Seminary furnishes accommodations for a limited number of young ladies from abroad. Applications for catalogues and for information as to terms, etc., both for Day and Boarding pupils, may be made to the Principal, CHARLES E. WEST, M. D., LL. D., No. 138 Montague Street, BROOKLYN, N. Y.

Brooklyn Institute.

Brooklyn Juvenile High School.

Browne's Business College.

Carroll Park School.—A Boarding and Day School for Young Ladies and Children. Delightfully situated in the healthiest and most beautiful part of Brooklyn. An unusual opportunity is offered to those who desire their daughters to have, in addition to the ordinary benefits of school training, those special advantages and means of culture afforded by a residence in a large city. Latin and French taught in addition to all the ordinary English studies—without extra charge. Special studies taken at the charges of professors chosen in accordance with the wishes of parents. Students fitted for Vassar College. Address Mrs. D. A. DUNNING, Carroll Park School, 242 Carroll Street, BROOKLYN, N. Y.

Chenevière Institute.—French and English Boarding and Day School for Young Ladies and Children. This Institute was founded thirteen years ago by Prof. MARC CHENEVIÈRE, and is now under the direction of Mlle. LONGCHAMP and Miss M. W. MEAD who, with able assistants, aim to furnish every advantage for a thorough and complete education. English, including the higher branches, is thoroughly taught, special attention being given to daily exercises in Spelling, Dictation, and Composition. Instruction in French and German, Drawing, Vocal Music, and Calisthenics without extra charge. The Fall Term will commence Wednesday, September 18th, 1878. Address the Principals, 19 Elm Place (near Fulton Street), BROOKLYN, N. Y.

Miss E. Christiansen's English, German, and French Boarding and Day School for Young Ladies and Children, with Kindergarten. Pupils received at any time and charged from date of entrance. Thorough instruction given in all the branches of an accomplished education, with superior advantages for German and French Conversation. Qualified teach-

New York.

ers are engaged, and special attention is paid to deportment. Each term of school comprises ten weeks. The best references given. For full information address Miss E. CHRISTIANSEN, 360 State Street, BROOKLYN, N. Y.

Claghorn's Bryant and Stratton Business College.
Clinton Avenue Institute.

College Grammar School.—(1849 to 1878.) Classes small; instruction very thorough and individual. Mathematics, Classics, and business English, as each scholar selects. Address L. W. HART, A. M., Principal, 44 Court Street, BROOKLYN, N. Y.

Columbia Conservatory of Music.

Convent and Academy of the Visitation.

Miss Cuthbert's English and French School for Girls and Boys. The Fall Term of this school will commence about the second week of September, 1878. It is now in session, however, and pupils can be entered at any time. An early application is necessary, as the number of pupils is limited. A Kindergarten class has been formed and is in successful operation. All the usual branches of an English education are taught, comprising Reading, Writing, Arithmetic, Geography, Grammar, History, etc. Terms, per quarter of eleven weeks, made known on application at the school. Private Lessons for Adults will be given, if desired, at such hours as may be arranged. Address Miss CUTHBERT, Principal, 137 High Street, BROOKLYN, N. Y.

Prof. DAVISON's Institute.

Deutsche Realschule (Jos. DEGHUEE).

English Mathematical and Classical School for Young Gentlemen. Students desiring to enter the Military Academy at West Point, the Naval Academy at Annapolis, the School of Mines (Columbia College), the Stevens Institute of Technology, Hoboken, or the Troy Polytechnic Institute, will find the course in Mathematics particularly thorough and adapted to preparation for the above Institutions.

For full particulars as to terms, etc., address J. H. CONE, A. M., Principal, 19 Greene Avenue, corner Cumberland Street, BROOKLYN, N. Y.

Female Institution of the Visitation.

French's Business and Telegraph College.

Franklin Avenue Juvenile Academy.

Friends' Seminary.

German-American School (ANDREW FAAS).

German, English, and French Academy (Mrs. ELISE MEDLER).

Mrs. R. Goodwin's (née W. A. Henriksen) German-American Boarding and Day School for Young Ladies and Children. This excellent school is pleasantly located on Brooklyn Heights and offers superior advantages for the careful and thorough instruction both of children and young ladies. It has competent teachers for the different branches, and pupils receive the very best care and attention. Mrs. GOODWIN is the daughter of a North-German Protestant Minister and, consequently, the best facilities are offered for the study of German Language and Literature. Address Mrs. R. GOODWIN, Principal, 154 Montague Street, BROOKLYN, N. Y.

Greenpoint Academy.

Madam Groschel's Select Family School for Young Ladies and Children. It is the intention of the Principal to make this school as select as possible in order that pupils may receive all possible attention. The number of boarding pupils has therefore been limited to eight and a few day scholars will be received.

English is taught in all the regular school branches, studies being assigned and advancement allowed according to the pupil's age, proficiency, and progress. French is the language of the family and will, therefore, become the daily language of the pupils and, as one of the family is a German, such pupils as desire can receive correct instruction in the German language.

New York.

Music is a specialty in this school; many of the young ladies, formerly in attendance, have been thoroughly educated and fitted as teachers in this branch by Madame Groschel, and are now occupying good positions in schools, north and south. Sight-reading and instrumental music, for four and eight hands, are taught, great attention being paid to regular and careful practice.

Soirées and receptions are given monthly, when the pupils receive their friends, entertaining them with recitations and musical selections.

The school year commences September 15th, but pupils may enter at any time. They will be charged for from the date of entrance and will be expected to remain for the balance of the school year at least. Girls of seven or eight years of age are admitted into the school and the greatest care is given to their physical and mental training, the family manners and home life of the school rendering such especial care possible. One of the teachers always accompanies the girls to their own church.

Thoroughness is the aim throughout the entire school course and careful attention is given that the principles of every study shall be accurately mastered and correctly understood.

For terms or circulars, apply to Madame GROSCHEL, Principal, No. 146 State Street, BROOKLYN, N. Y.

Mrs. Harker's School.

Kissick's Commercial, Classical, and Mathematical College.—Day and Evening Instruction given in Penmanship, Business Arithmetic, Book-keeping by Single and Double Entry, Greek, Latin, German, Spanish, Geometry, Algebra, etc. Special attention is paid to the instruction of persons whose early education has been neglected. Private Instruction is given to such as desire it. A Ladies' Department is connected with the College. The Terms are the lowest ever offered for thorough instruction, viz: Book-keeping, \$10.00 per quarter, \$20.00 per year; Writing, \$8.00 per quarter, \$16.00 per year; Arithmetic, \$8.00 per quarter, \$20.00 per year. Full commercial course, \$25.00 per year; unlimited, \$35.00. English branches at equally reduced rates. College open from 9 A. M. till 9 P. M. Address W. A. KISSICK, A. M., Principal, 192 Fulton Street, BROOKLYN, N. Y.

Lafayette Academy.

Lay College.

Lockwood's New Academy.

Long Island College Hospital.—The clinical advantages of the Long Island College Hospital are unsurpassed in this country. For circulars, address SAMUEL G. ARMOR, M. D., Dean, or JARVIS S. WIGHT, M. D., Registrar, BROOKLYN, N. Y.

Henry Mollenhauer's College of Music.—Thorough instruction given in all branches of music at moderate prices—Pianoforte, Harmony, Singing, and Wind and String Instruments. The design and aim of the Institution is to give to beginners a thorough foundation for a complete musical education and to impart style and finish to more advanced pupils. The opportunities which this College of Music offers to persons desiring a solid education in any or all the branches of music are fully equal to those of any similar institution. For terms and other information, address HENRY MOLLENHAUER, Director, or ERNST GRABS, Secretary, 56 Court Street, BROOKLYN, N. Y. Normal Business College.
Packer Collegiate Institute.
Remsen Street Kindergarten.
Remsen Street School (Miss CRAGIN).

Rivers' Dancing Academy.—This school has been established for a number of years and has attained the reputation of being one of the best institutions for instruction in its special department in this country. Something more than a mere knowledge of dancing, is taught, and particular attention is paid to correct deportment and physical training, so that gentle manners and healthy development are alike secured. References can be made to many of the leading citizens

New York.

of Brooklyn whose families have been steady patrons of this school. For terms and particulars, address C. H. RIVERS, Instructor and Proprietor, 175 State Street, BROOKLYN, N. Y.

St. Francis' College, conducted by the Franciscan Brothers. This Institution is situated in a very healthy part of Brooklyn and only few minutes' walk from Prospect Park. Careful and thorough instruction in all the advanced English Branches and the Languages. Unremitting attention given to the intellectual and moral culture of the students; discipline sufficiently strict, yet mild and paternal. Board and tuition, per annum, \$220.00. No extra charge for Latin, Greek, etc. For further particulars, apply to the Rt. Rev. Bishop LOUGHLIN, to any of the Rev. Clergy in the City, or to the SUPERIOR, St. Francis' College, Baltic Street, BROOKLYN, N. Y.

St. John's College.

St. Joseph's Academy.

St. Mary's Academy.

St. Mary's School.

Select School for Young Ladies (Willoughby Ave.).

Seminary and College of St. John the Baptist.

South Brooklyn Seminary.

Julius Stern's German and English Institute; a school for both sexes from 6 to 10 years of age. Four to six boarding-scholars will be received and cared for. As the private residence of the principal is quite near Prospect Park—Washington Ave., near Flatbush Ave., (Town of Flatbush)—there is no doubt that this is the healthiest and most advantageous place for school purposes on Long Island. Address JULIUS STERN, Principal, 416 Adelphi Street, BROOKLYN, N. Y.

Miss Whitcomb's English and French Day School.

Williamsburg Business College.

Wright's Business College.

BUFFALO.

Bryant's Buffalo Business College.

Buffalo Central School.

Buffalo Female Academy.

Buffalo Practical School.

Buffalo Telegraph College.

Canisius College.—A Classical and Commercial College, conducted by the Jesuit Fathers. Expenses moderate. For prospectus, address MARTIN PORT, S. J., President, BUFFALO, N. Y.

Heathcote School.

Holy Angels' Academy.

Le Couteux St. Mary's Institution for the Education of Deaf-Mutes.—This Institution, under the care of the Sisters of St. Joseph, and located in the most healthy and delightful part of the city of Buffalo, offers every facility for the moral and intellectual training of Deaf-Mutes, of both sexes. Parents and guardians may rest assured that nothing will be left undone to promote the advancement and comfort of children entrusted to their care, by a corps of teachers who have made the interests and training of the Deaf-Mutes a special study for the past sixteen years with great success on the part of the Institution, and with much satisfaction to its friends and patrons.

The scholastic year is from the first week in September till the last week in June. For further information, application may be made to Rt. Rev. Bishop RYAN, or to the Institution, 125 Edward Street, BUFFALO, N. Y.

Martin Luther College (Theological Department).

Medical Department of the University of Buffalo.—Session of 1878—79. Preliminary term begins October 9th. Regular term begins November 6th. Fees: Matriculation, \$5.00; Faculty, \$100.00; Perpetual Ticket, \$150.00; Graduation Ticket, \$25.00. Address THOMAS F. ROCHESTER, M. D., Dean, Buffalo, N. Y.

St. Joseph's Academy.

St. Joseph's College.

St. Mary's Academy.

State Normal School.

New York.**CAMBRIDGE.**

Cambridge Washington Academy and Union School.

CANANDAIGUA.

Canandaigua Academy.

Granger Place School for Young Ladies. Family limited to thirty-five; thorough Preparatory, Academic, and Collegiate Departments of Study. Address Miss CAROLINE A. COMSTOCK, President, CANANDAIGUA, N. Y.

CANISTEO.

Canisteco Academy.

CANTON.

Canton Union School.

St. Lawrence University.

CARMEL.

Drew Seminary and Female College, for both sexes; superior advantages; low rates. Address GEO. C. SMITH, A.M., CARMEL, N. Y.

CAZENOVIA.

Cazenovia Seminary.

CHAPPAQUA.

Chappaqua Mountain Institute, for both sexes, under the care of Friends, 32 miles from New York; gives careful training at \$225.00; stone building; steam heating; gas in rooms. Address, for catalogue, S. S. COLLINS, M.A., CHAPPAQUA, N. Y.

CHATHAM VILLAGE.

Chatham Academy.

CINCINNATUS.

Cincinnati Academy.

CLAVERACK.

Claverack College and Hudson River Institute.—24th year. 20 instructors, 11 departments. College preparatory, English, and Business courses for gentlemen. For ladies, College course with baccalaureate degree. Primary department. Address Rev. ALONZO FLACK, Ph. D., President, CLAVERACK, N. Y.

CLIFTON (Staten Island).

St. Mary's Academy.

CLIFTON SPRINGS.

Clifton Springs Female Seminary.

Ladies' School (Dr. GEO. LOOMIS).

CLINTON.

Clinton Grammar School.

Clinton Liberal Institute.

Cottage Seminary.

Dwight School for Girls and Young Ladies.

Hamilton College.

Houghton Seminary.

COHOES.

St. Bernard's Select School.

COLLEGE POINT.

Fuerst Institute.

Leseman's College Point Academy.—Boarding School for Boys. Established 1860. Thorough courses in English and German. Tuition in the Classics, French, Drawing, Painting, and Music. Remarkably fine and healthy situation, no serious case of sickness having occurred since the foundation of the Institute. Ample play grounds and gymnastic apparatus; Bathing, Boating, and Fishing—all under constant supervision. Terms, inclusive of all branches, except the Classics and Piano, \$150.00 per term of six months. Circulars sent to any address upon application to A. VON UCHTRITZ, Director, COLLEGE POINT, N. Y.

Poppenhusen Institute.

Miss Walther's Private School.

COOPERSTOWN.

Bede Hall (Boarding School for Boys).

CORNING.

St. Mary's Convent of Mercy.

CORNWALL-ON-THE-HUDSON.

Cornwall Heights School.—Foreign and American teachers. Business, Scientific, and Classical courses. Single rooms. Mountain or river excursions every

New York.

Saturday. Lakes and streams for fishing, woods for trapping. Address OREN COBB, A. M., Principal, CORNWALL-ON-THE-HUDSON, N. Y.

CORTLAND.

State Normal and Training School.

CROGHAN.

St. Stephen's Convent.

CROTON.

Boys' Boarding School.—Select, retired, new, spacious. Address C. B. WARRING, Ph. D., Principal, CROTON-ON-HUDSON, N. Y.

Home School for Young Ladies and Misses. For circulars, address Mrs. M. C. BARLOW, CROTON-ON-THE-HUDSON, N. Y.

DANSVILLE.

Dansville Seminary.

Dansville Seminary Kindergarten.

DEANSVILLE.

Deansville Academy.

DELHI.

Delaware Academy.

DE RUYTER.

De Ruyter Union Graded School.

DOBBS FERRY.

Boarding and Day School on the Hudson (Misses MASTER).

EAST AURORA.

Aurora Academy.

EAST BLOOMFIELD.

East Bloomfield Academy.

EAST HAMBURG.

East Hamburg Friends' Institute.

EASTON.

Marshall Seminary of Easton.

EAST PEMBROKE.

Rural Seminary.

EDDYTOWN.

Starkey Seminary.

EDGEWATER (Staten Island).

Methessel Institute.

ELBRIDGE.

Munro Collegiate Institute.

ELMIRA.

Academy of St. Mary.

Elmira Business College.

Elmira Female College.—A first-class college, with superior advantages in regular studies, Music, and Art. Charges very moderate. Next season begins September 5th. Address, Rev. A. W. COWLES, D.D., President, ELMIRA, N. Y.

FAIRFIELD.

Fairfield Seminary.

FERGUSONVILLE.

Fergusonville Academy.

FLORIDA.

The Seward Institute, with Male and Female Departments, entirely separate. For Male Department, address Rev. H. A. HARLOW; for Female Department, address Mrs. GEO. W. SEWARD, FLORIDA, N. Y.

FLUSHING.

Flushing Institute.—Boarding School for Boys. Address E. A. FAIRCHILD, Principal, FLUSHING, N.Y. Macgregor Hall.

St. Joseph's Academy, for Young Ladies, under the charge of the Sisters of St. Joseph. This Institution offers every facility for acquiring a solid, useful, and accomplished education. Board and tuition per session, \$125.00. For further particulars, apply at the Academy, or address, MOTHER-SUPERIOR, St. Joseph's Academy, FLUSHING, N. Y.

Seminary of the Sacred Heart.

FORT EDWARD.

Fort Edward Collegiate Institute.—\$172.00 for academic year, for board, fuel, washing, and common

New York.

English branches. 15 teachers, to prepare pupils for college, for business, or for life. Graduating courses one, two, and three years, for both sexes. Address JOSEPH E. KING, D.D., Principal, FORT EDWARD, N.Y.

FORT PLAIN.

Fort Plain Seminary and Female Collegiate Institute.

FRANKLIN.

Delaware Literary Institute.

FRANKLINVILLE.

Ten Broek Free Academy.

FREDONIA.

State Normal and Training School.

FRIENDSHIP.

Friendship Academy.

FULTON.

Falley Seminary.

GARDEN CITY.

St. Paul's Cathedral School.

St. Mary's Cathedral School.

GENESE.

State Normal and Training School.

GENEVA.

De Lancey Divinity School.

Hobart College.

GILBERTSVILLE.

Gilbertsville Academy and Collegiate Institute.

GLEN COVE.

St. Paul's Home School.

GLENS FALLS.

Elmwood Seminary.

Glens Falls Academy.

GLOVERSVILLE.

Gloversville Union School.

GOVERNEUR.

Gouverneur Wesleyan Seminary.

GREENVILLE.

Greenville Academy.

HALF MOON.

Half Moon Institute

HAMILTON.

Colgate Academy.

Hamilton Female Seminary.

Hamilton Theological Seminary.

Madison University and Colgate Academy.—3, 4, or 7 years' course. September 13th to June 21st. Address Dr. SPEAR, President, HAMILTON, Madison Co., N. Y.

HARTWICK SEMINARY.

Hartwick Seminary.

HAVANA.

Cook Academy.

HAVERSTRAW.

Mountain Institute.

HEMPSTEAD.

Hempstead Institute.—A Home and School for boys under Fifteen years of age, twenty miles east of Brooklyn, on Long Island. An experience of more than twenty years has convinced the Principal that young pupils ought to be placed in an Institution designed exclusively for them; this school is the practical result of that conviction. It is designed to combine the requisites of a Pleasant and Healthy Country Home, with a system of Instruction, Discipline, Amusements, Exercises, and General Management better adapted to the right culture of Young Pupils than could be possible in a promiscuous school. Visitors pronounce the location delightful; it is proverbially healthy; cool sea-breezes temper the heats of summer; no age infects the place. A spacious edifice, ample grounds, safe boating and skating ponds, afford full scope for the gymnastic exercises; military drill, gardening, riding, boating, swimming, skating, and other amusements are included in the system of Physical Education and Development. The system of instruction secures mental discipline without cramming the young and growing brain. For learning to speak French, the facilities are superior.

New York.

The very successful experience of the Institution has proved that the pupils learn faster, while retaining a healthy tone of mind and body, in consequence of the Physical Training received, than would otherwise be the case.

Especial pains are taken that the pupils shall be comfortable, and provided with an abundance of healthful and nourishing food. The Institute Uniform should be provided at entrance, or as soon after as convenient. It is that of the Seventh Regiment, N.Y. S. M., and costs no more than any other good suit. The year is divided into two terms, of 21 weeks each, commencing May 1st and November 1st, respectively. Pupils can enter at any time, and remain during vacations if desired.

Expenses, including Board, English and French Tuition, use of Books, Bedding, Washing, Seat in Church, Military Drill, and use of arms, \$125.00 per term. Music on the Piano, from \$20.00 to \$25.00. Foreign pupils enjoy superior facilities for learning English, and pay from \$175.00 to \$200.00 per term. No other extras. Payments in advance.

For further particulars, address E. HINDS, A. M., Principal, HEMPSTEAD (L. I.), N. Y.

Select School (J. B. CURLEY).

Select School (Mrs. FLEET).

HICKSVILLE.

Hicksville Academy.

HOLLAND PATENT.

Holland Patent Union School.

HOMER.

Homer Academy and Union School.

HUDSON.

Hudson Academy.

Hudson Business College.

Hudson Young Ladies' Seminary.

Misses Skinner's School for Young Ladies.

ILION.

Ilion Union School and Academy.

IRVINGTON-ON-THE-HUDSON.

Miss Devereux's Kindergarten (Mrs. ROPES).

Mrs. Devereux's Boarding School for Young Ladies. Native teachers for Languages. Regular course, 4 years. \$500.00 per year, for board and tuition in English branches, Latin, French, and Drawing. Address Miss M. S. DEVEREUX, Principal, IRVINGTON-ON-THE-HUDSON, N. Y.

ITHACA.

Cornell University.

Ithaca High School.

Mr. Kinne's School, preparatory to the Cornell University. Address WILLIAM KINNE, A. M., Principal, ITHACA, N. Y.

Phonographic Institute. — Verbatim Reporting and Type Writing practically taught by a corps of the best law Stenographers in the world. For references and circulars, address PHONOGRAPHIC INSTITUTE, ITHACA, N. Y.

JAMAICA.

Maple Hall Institute for Boys.

Union Hall Seminary.

JAMESTOWN.

Jamestown Union School and Collegiate Institute.

KINDERHOOK.

Kinderhook Academy.

KINGSTON.

Kearsarge School for Boys.

Kingston Free Academy.

LANSINGBURGH.

Lansingburgh Academy.

LAWRENCEVILLE.

Lawrenceville Academy.

LE ROY.

Le Roy University.

Le Roy Academic Institute.

New York.**LEWISBORO'.**

St. Paul's School.

LIBERTY.

Normal Institute.

LIMA.

Genesee Wesleyan Seminary.

LOCKPORT.

Lockport Union School.

St. Joseph's Academy.—This Academy, situated at a short distance from the Falls of Niagara, possesses extensive play grounds, a Gymnasium for in-door exercises, a physical apparatus, a library, museum, etc. It offers great advantages, being directed by French and German Ladies who make it their increasing aim to have these Languages fluently spoken by their pupils. The course of study comprises both the common and higher branches. The Academy is noted for the proficiency of its pupils in vocal and instrumental music. For further information, apply to the LADY-SUPERIOR, St. Joseph's Academy, LOCKPORT, N. Y.

LOWVILLE.

Lowville Academy.

MACEDON CENTER.

Macedon Academy.

MALONE.

Franklin Academy.

MANLIUS.

St. John's School for Boys.

MARION.

Marion Collegiate Institute.

MAYVILLE.

Mayville Union School.

MECHANICSVILLE.

Family School.—An elegant Home and a thorough School for eight pupils. Superior instruction by experienced teachers, kind care, attention to morals and manners. Success and satisfaction in the past give assurance for the future. Address Rev. R. G. WILLIAMS, Principal, MECHANICSVILLE, Saratoga Co., N. Y.

Mechanicsville Academy.

MEDINA.

Medina Academy.

MEXICO.

Mexico Academy.

MONTGOMERY.

Montgomery Academy.

MONTICELLO.

Monticello Academy.

MORIAH.

Sherman Academy.

MT. MORRIS.

Jane Grey School.—Diocesan Seminary. Address Rev. J. LINDLEY, Principal, MT. MORRIS, N. Y.

NAPLES.

Naples Academy.

NASSAU.

Nassau Academy.

NEW BERLIN.

New Berlin Academy.

NEW BRIGHTON (Staten Island).

St. Peter's Academy.

Trinity School.

NEWBURGH.

Boarding and Day School (Misses LOURIE & SHILAND).

Miss E. J. Mackie's Family School for Young Ladies and Children. Careful elementary training; the best facilities for languages and music. Address Miss E. J. MACKIE, Principal, NEWBURGH, N. Y.

Henry W. Siglar's Boarding School.—Preparation of boys for College a specialty; boys under 14 years of age preferred. For circulars, address HENRY W. SIGLAR, Principal, NEWBURGH, N. Y.

Newburgh Theological Seminary.

New York.**NEW PALTZ.**

New Paltz Academy.

NEW YORK CITY.

The Academy Mount St. Vincent, conducted by the Sisters of Charity, first opened in 1847, is now permanently located on the east bank of the Hudson, a little above Riverdale, at a point where the river concentrates its most forcible claims to its beautiful appellation, "The Rhine of America." The graceful structure known as Fort Hill Castle, reared by the classic taste of the former proprietor of the grounds, Edwin Forrest, Esq., lends peculiar attraction to the site so favored by nature and adorned by art. The locality is now known as Mount Saint Vincent, the title of the railway station on the grounds, three minutes walk from the Academy. Hourly trains to and from New York, starting either from the Thirtieth Street Depot or the Grand Central, render access easy.

The grounds immediately pertaining to the Institution, number sixty-three acres, a large portion of which is tastefully laid out and thrown open to the pupils. The undulating lawn and fine grove in the rear are attractive resorts to the pupils during the hours of recreation. The roads are macadamized, and a flagged walk, extending in handsome curves through the entire grounds, from the Depot to the entrance on Riverdale Avenue—a distance of three-quarters of a mile—affords opportunity at all seasons for healthful outdoor exercise. A morning walk before studies, is a fixed regulation. At the suggestion of several eminent physicians, and their assurance that every advantage enjoyed at regular sea-bathing resorts could be found in this locality, a convenient bathing-house has been erected.

The Academy building, in the Byzantine style, possessing great architectural beauty, is one of the largest educational structures in the United States. The tower rises two hundred and ninety feet above water level, affording fine opportunities for astronomical observation.

By its charter, the Academy enjoys all the rights and privileges of the first collegiate institutions in the State. The course of study embraces the various branches of a solid and useful education. Arithmetic, Algebra, and Geometry form the mathematical course. In the regular English course, the pupils on entering are ranked according to their proficiency in Grammar. Particular attention is given to Rhetoric, Composition, History, and the Natural Sciences. Latin enters into the regular course of the last three years. For French there is no extra charge, and every advantage for its thorough acquisition is provided. A portion of time is allowed to each pupil for Plain and Ornamental Needlework, Wax Flowers, etc.

The services of distinguished Professors are secured in the musical department for those who prefer masters. Lectures are delivered by able Professors who have philosophical and chemical apparatus at their command. Calisthenics and Dancing are also taught by Professors. A fine Library of selected works, embracing a range of varied literature, is at the command of the pupils. The entire "Arnold collection" of minerals, donated to the institution July 4th, 1872, by Dr. Edmund S. F. Arnold, its munificent friend, has so enriched and extended the cabinet that it is now one of the finest and most valuable in the United States. The classification of the minerals is so perfect that the value of the cabinet is thereby very much enhanced.

Monthly reports of deportment, proficiency in study, etc., are read in presence of the Mother-Superior, Directress, teachers, and assembled pupils. Medals and honorary ribbons are then awarded to the most deserving. At the Annual Distribution of Prizes, those who have been considered models of polite and amiable deportment are crowned by His Eminence, the Cardinal Archbishop.

The correspondence of the pupils is under the supervision of the Mother-Superior. Parents may rest assured that every attention, consistent with the spirit of a firm but mild government, is paid to the

New York.

comfort of the young ladies placed at the Institution, whilst the utmost care is taken to nourish in their minds those principles of virtue and religion which alone can render education profitable. No undue influence is exercised over the religious opinions of non-Catholic pupils; however, for the maintenance of order, all are required to conform to the external discipline of the Academy.

Terms for Scholastic Year:

Board, Tuition in English and in French, Stationery, Calisthenics, Course of Lectures, Use of Bed and Bedding, Washing, and Doctor's Fee.....	\$295.00
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Extras.

Tuition on the Piano.....	60.00
Vocal music, private tuition, or tuition in class—charges regulated by Professor.....	
Spanish and German, each.....	20.00
Drawing and Painting in Water Colors.....	30.00
Painting in Oils.....	40.00
Tuition on Harp.....	100.00
Tuition on Guitar.....	60.00
Tuition on Organ.....	80.00
Dancing—charges regulated by Professor.....	
Use of Apparatus in the Higher Classes.....	6.00
Library Fee.....	1.50
Books and other articles furnished at City Retail Prices.....	

Pupils are received at any time of the year, and charged from date of entrance.

Post Office Address: ACADEMY MOUNT ST. VINCENT ON-THE-HUDSON, NEW YORK CITY.

— **St. Aloysius' Boarding Academy for Boys.**—Connected with the ACADEMY MT. ST. VINCENT, and under the charge of the Sisters of Charity. Incorporated 1872. Beautifully located in the City of Yonkers, one mile distant from the Academy Mt. St. Vincent. Commodious, well heated, and well ventilated. Students find in this Institution all the necessary comforts and enjoyments of home. Accommodation for about fifty students. The scholastic year is divided into two sessions, the first opening on the first Monday in September, the second on the first Monday in February. Terms: Board, and tuition in English, per annum, \$225.00. Music will form an extra charge. Address the SISTER-SUPERIOR, St. Aloysius' Boarding Academy, YONKERS, N. Y.

References, both for the ACADEMY MT. ST. VINCENT and ST. ALOYSIUS' ACADEMY: His Eminence, Cardinal McCloskey, the Very Rev. Vicars General, and the Rev. Clergy of New York.

Academy of St. John Baptist.

Academy of the Holy Cross.

Academy of the Sacred Heart (49 W. 17th St.).

Academy of the Sacred Heart (Manhattanville).

American Kindergarten Normal School for Mothers and Teachers, and Model American Kindergarten. The principal, Miss E. M. Coe (author of *Kindergarten Material and How to Use it*), is the originator of this new system of Education and an entirely new set of Material, which is acknowledged by our best educators to be far superior to any other. All the Froebel ideas adapted to American wants. Medal and Diploma awarded at the Centennial. Address Miss E. M. Coe, Principal, 33 West 45th Street, NEW YORK CITY.

Anthron Grammar School.—This institution was established in 1854 by the late Mr. GEORGE C. ANTHON and is now under the charge of C. A. MILES, A. M. graduate of Harvard College.

The school will commence its 25th academic year on September 9th. The methods of instruction are the same as those pursued by Mr. ANTHON. Pupils are fitted under careful and experienced teachers for the principal colleges and scientific schools in the country as well as for business pursuits.

Thoroughness in all branches is regarded of primary importance, and every effort is made for the a

New York.

vancement of the pupils. While especial attention is given to preparation for college, no branch of an ordinary English education is neglected.

Instruction in French is given by a competent professor without extra charge.

The hours of attendance are from 9.30 A. M. to 2.30 P. M., thereby giving pupils from a distance ample time to take their morning's meal in peace and quietness.

As it is evident that the purer the air which the student breathes the better will he be enabled to work, Mr. Henry A. Gouge's system of ventilation has been introduced into every room in the building. The school-rooms have lofty ceilings, are heated by open fire, and are unsurpassed in the city.

Vacations during Christmas and Easter weeks, the usual public holidays, and the months of July and August.

Pupils may enter at any time, with the distinct understanding that they are to remain until the end of the academic year. Further information can be obtained from the principal who can be seen, if desired, at the school between 9 A. M. and 2 P. M.

For circulars, etc., address C. A. MILES, Principal, 152 Madison Avenue, New York City.

Art School.—Mr. Frost Johnson, having devoted a number of years to the study of art abroad, in the Academies of Dusseldorf, Antwerp, and Paris, is prepared to give instruction in any of the branches of his profession, *Drawing and Painting* from the cast and from the living model; *Perspective*, and the application of its rules to nature; *Artistic Anatomy*, *Composition*, *Color*, *Modelling*, etc., will be taught.

Mr. Johnson is a special pupil of M. EDOUARD FRANK, of Ecouen, France. He refers to Messrs. B. V. Reinhart, J. G. Brown, Wm. Hart, W. H. Beard, S. R. Gifford, S. J. Guy, A. F. Tait, Daniel Huntington, Launt Thompson, His Excellency, Earl Dufferin, Lord Clarence Paget, and others.

For further information, address Mr. FROST JOHNSON, Studio No. 35, Y. M. C. A. Building, 23d Street and 4th Avenue, New York City.

Bellevue Hospital Medical College.

Emma Bryan's School.

Miss S. L. Chapman's Boarding and Day School for Young Ladies and Children (formerly Mrs. J. T. Benedict's). Every facility is afforded at this school for a thorough and practical education in English and French from the Primary through the Collegiate departments. Address Miss S. L. CHAPMAN, 7 East 42d Street, New York City.

Cady, Willson & Walworth's Business College.

Carlisle Institute.

Mesdemoiselles Charbonnier's French Boarding and Day School for Young Ladies (formerly located at No. 42 Avenue du Roule, Neuilly, Paris). Most branches taught in the French language, which is constantly spoken in the school-rooms and in the family.

German comprised in the course of studies. English language and literature is also thoroughly taught by competent teachers.

For all desired information respecting terms, etc., address the Principals, MILES CHARBONNIER, 36 East 34th Street, New York City.

Charlier Institute, on Central Park, New York City.—This school has been in existence for 23 years. It occupies a large, new building, designed expressly for a school, unsurpassed for ventilation, comfort, and general arrangement, with the Central Park as a playground, and a large gymnasium.

The Charlier Institute receives boys and young men, from seven to twenty years old. It prepares them for all colleges. Last June, a pupil was admitted to Harvard with honor in Latin and Mathematics.

It prepares them for Scientific Schools. Some 20 pupils are now in the School of Mines of Columbia College. Two former pupils, after graduating

New York.

from West Point, were made assistant professors. One is now professor at the Naval Academy.

French, German, and Spanish are taught by native teachers, and spoken by them with the pupils. Book-keeping and commercial studies are attended to.

It receives boarding pupils, who have all the advantages of city and country combined. In 23 years only one pupil has died in the establishment.

Terms for Day scholars: from \$100.00 to \$300.00, per school year of 9 months; for Boarding pupils: from \$560.00 to \$760.00.

Testimonials and full details contained in the prospectus of the school. The 24th year will begin on September 16th, 1878. Address Prof. ELIE CHARLIER, Owner and Director, 108 West 59th Street, NEW YORK CITY.

Miss M. A. Clark's School for Young Ladies and Little Girls.

Classical School (J. HARRIS PATTON).

College of the City of New York.

College of Pharmacy of the City of New York.

College of Physicians and Surgeons.

College of St. Francis Xavier.

Collegiate School (HENRY B. CHAPIN).

Collegiate School for Boys (D. S. EVERSON).

Columbia College.

Columbia Grammar School.

Miss Comstock's School.

Convent of the School Sisters of Notre Dame.

Cooper Union Free Schools of Science and Art.

Dabney University School.

Da Silva & Bradford's School.

De La Salle Institute.

Dolbear's Commercial College.

Miss Doremus' School.

Douai Institute.—German-American School for Young Ladies and Gentlemen, with a Kindergarten for Young Children. The instruction in this school is based on the pedagogic principles and methods of Pestalozzi, Diesterweg, Froebel, and others. English, German, and French are taught by native teachers. Pupils of 14 years of age, and over, are fully prepared for the leading colleges. A limited number of young ladies received as boarders. Best city references. Address Mrs. E. SCHMIDT-DOUAI, Directress, 1509 Broadway, NEW YORK CITY.

Mrs. Charlotte Du Vernet's School.

Eclectic Medical College of the City of New York.

—For information, address ROBERT S. NEWTON, M.D., President, 1 Livingstone Place, cor. East 15th Street, NEW YORK CITY.

Electro-Medical College, chartered by enactment of the New York State Legislature in 1875. Regular class of students (Ladies and Gentlemen). Fall term commences November 1st, 1878. For circulars, information, etc., call on or address ALBERT J. STEELE, E. M. D., President, 36 St. Mark's Place, NEW YORK CITY.

English and French Day School for Young Ladies and Little Girls (Mrs. ROWERS).

English and French School for Young Ladies and Children (Miss BALLOU).

English, French, and German Boarding and Day School (Mrs. JONSON).

English, French, and German Day School for Young Ladies and Children (Mrs. M. R. GRIFFITHS).

Fifth Avenue School for Boys.

Mrs. Amelia Figuera's School.

Fort Washington Institute for Young Gentlemen.

Franco-American Institute (Prof. JULES ROTHSCHILD).

Friends' Seminary.

Mrs. Fröhlich's English, German, and French Boarding and Day School, with Kindergarten Department, situated in East 50th Street, between Fifth and Madison Avenues, and near the Central Park.

Among the special characteristics of this school are a completely organized English and German Kindergarten; an unlimited sub-division of classes according to the capacity of pupils—which amounts in

New York.

many instances to private instruction; needle-work in all its branches; German and French—the languages of the school and family; instruction in Calisthenics and Light Gymnastics in a hall 63X22; the number of resident pupils limited; etc., etc.

School year in two terms, the first beginning about September 19th, the second about February 1st. For further information, address Mrs. B. FRÖHLICH, Principal, 28 East 50th Street, New York City.

Gardner Institute.

General Theological Seminary of the Protestant Episcopal Church.

German-American Institute (Dr. T. E. HEIDENFELD).

Miss Gibbon's English and French School for Girls.

Misses Graham's School.

German-American School of the XIXth Ward (P. STAHL).

Grand Conservatory of Music of the City of New York (late 76 & 112 Fifth Avenue).

Thorough instruction in all branches of vocal and instrumental music, composition and theory, elocution and foreign languages by the most eminent artists and professors of the land.

Terms: To classes, from \$10.00 to \$20.00 per term; Private Lessons, \$25.00 to \$100.00.

For further particulars, address E. EBERHARD, Director, 21 East 14th Street (near Union Square), New York City.

Miss Haines and Mademoiselle de Janon's Boarding and Day School for Young Ladies and Children. The object of this school will be to combine a useful and accomplished English education with a practical knowledge of the more important modern languages.

The school-year commences on the last Thursday of September and will close in the middle of June.

The school will continue its experiment of a Kindergarten, and also a class for Boys for thorough elementary instruction, which will commence on the first day of October and close on the first day of June. For all desired information, address the Principals, Miss HAINES and Mlle. DE JANON, 10 Grammercy Park, New York City.

Jas. B. Hammond's School.

Harlem Collegiate Institute for Young Ladies and Children.

Heidenfeld Institute (Lexington Avenue).

Holladay Collegiate Institute.

Joseph D. Hull Collegiate School.

John L. N. Hunt Collegiate School.

Dr. L. Husen's College of Languages.—Classes for Ladies and Gentlemen. Instruction in the different languages is given by native teachers selected for their professional merits, pure pronunciation, and elegance of language. Latin and Greek classes are conducted by Dr. Husen personally.

Private lessons may be arranged for, to be given either at Dr. Husen's parlors, or at the student's residence. Separate parlors for ladies, if desired. Terms payable in advance. All desired information will be given upon application to Dr. L. HUSEN, Principal, 48 East 20th Street (Between Broadway and 4th Avenue), New York City.

Institution for the Improved Condition of Deaf-Mutes. Jackson Seminary.

T. D. Kellogg's School for Girls and Boys.

Kleinfeld Institute.

W. H. Leggett's School.

Mlle. Lenz's French and English School.

Lespinasse Fort Washington Institute.

Locust Hill School for Young Ladies.

Lynker's Commercial College.

Lyon's Collegiate School.

John MacMullen's School.

Manhattan Academy.

Manhattan College.—The object of this Institution is to afford students the means of acquiring the highest grade of university education, by combining the advantages of the college and of the polytechnic

New York.

school. The plan of studies embraces a thorough course of humanities, and both the higher mathematics and the natural sciences receive more attention than is usually bestowed on them in literary institutions.

Care is taken that every branch prescribed be thoroughly studied, and that nothing be learned merely by rote. With this view the students discuss the subject-matter of each lesson in class, independently of the language of the text-book, criticise one another's performances, and give free expression to their opinions on all points open to debate. They thus accumulate ideas instead of mere words, they digest what they learn, and acquire thoughtfulness, self-reliance, and facility of expression.

A commercial department has been formed for the benefit of young men who cannot command the necessary time to pursue the whole course, either in the Classic or the Scientific Department. To those attaining such proficiency in this course as will enable them to undergo a thorough examination, certificates of competency are given as a guarantee of their fitness to engage in mercantile pursuits.

As the college is conducted by the Christian Brothers, it is presumed that they need hardly assure the public that the utmost attention is bestowed on the moral and religious training of all committed to their care.

COURSE OF STUDIES.*Collegiate Department.*

History, Elocution, Rhetoric, Literature, Logic, Philosophy; French, German, Latin, Greek, Roman and Grecian Antiquities; National and Constitutional Law; Algebra—higher, Geometry—Solid and Spherical, Trigonometry, Surveying, Navigation, Analytical Geometry, Calculus, Astronomy; Natural Philosophy, Physiology, Chemistry, Zoology, Botany, Mineralogy, Geology; Religious Instruction.

Elective Studies.—Spanish, German, Drawing, Music.

Scientific.

For studies in this department, see College catalogue.

Commercial.

Book-keeping, Penmanship, Phonography, Commercial Arithmetic, Telegraphy, Lectures on Commercial Law; Grammar, Epistolary Correspondence, Composition; Geometry, Algebra, Mensuration, History, Geography.

Students of this department may attend lessons in the Collegiate or the Scientific Department.

Preparatory.

Spelling, Reading, Writing; Geography and History, Grammar, Arithmetic—Intellectual and Practical; Composition, Elocution; Algebra—Elementary, Geometry—Elementary; Latin—Grammar, Epitome Historiæ Sacræ, Cæsar, Sallust; Greek—Grammar, Testament, Anabasis; French—Fasquelle; German—Ahn; Spanish, Music, Religious Instruction.

TERMS:

Board, washing and tuition, per session of ten months.....	\$300.00
Entrance Fee.....	10.00
Physician's Fee.....	10.00
Vacation at College.....	40.00

Music, German, Spanish, Drawing, and use of apparatus in the study of chemistry and natural philosophy, charged extra. School-books at current prices.

No students received for a shorter period than one term of five months; no deduction made, when withdrawn during the term. The pocket-money of the students is deposited with the treasurer.

Payment of Half Session of Five Months, in Advance.

The session commences on the first Monday in September and ends about the first of July.

Address BROTHER ANTHONY, Director, Manhattan College, New York City.

Misses Marshall's School for Young Ladies.

New York.

Mme. C. Mears' English, French and German Boarding and Day School for Young Ladies. — Founded 1840. The next session will commence Wednesday, September 25th, 1878. Address Madame A. C. MEARS, Principal, 222 Madison Avenue, New York City.

Moeller Institute. — Founded 1863. German-American Day School, Kindergarten, Boarding School for Boys, and Conservatory of Music. Prepares for College and Business. German a specialty. The locality is extra fine. Address P. W. MOELLER, Principal, 336 West 29th Street, New York City.

Model Kindergarten, Intermediate Class, Advanced Class, and Seminary for the Training of Kindergartners. Prof. John Kraus, Mrs. Maria Kraus-Boelte, Principals.

The Model Kindergarten, and the Intermediate, and Advanced Classes will re-open October 1st, 1878, and close on the 2nd of June, 1879. The Seminary for the Training of Kindergartners will re-open November 1st, 1878, and close at the end of June, 1879.

A Mothers' Class for Nursery Management will be held during the winter as usual.

The Kindergarten proper, comprises three Divisions and the Elementary Department, three Classes. These Divisions and Classes are arranged, according to the ages of the children, as follows:

Kindergarten.

Third Division, for children from 3 to 4 years old.

Second Division, for children from 4 to 5 years old.

First Division, for children from 5 to 6 years old.

Elementary Department.

Intermediate Class, for children from 6 to 7 years old.

Advanced Class, for children from 7 to 8 years old.

Elementary Class, for children from 8 to 10 years old.

Elementary instruction in German and French will be given; Singing, Drawing, and Gymnastics will also be taught. Arrangements can likewise be made, if desired, for class-instruction on the Piano.

It is, strangely enough, a very general impression that the Kindergarten is a school. This idea is, however, entirely erroneous; for the Kindergarten and the School have different objects in view and are conducted according to different methods. It cannot be too often repeated that the most essential part of the whole Kindergarten system is the methodical arrangement of the exercises and the games, and the explanations given by Froebel to those who are to conduct them. To become acquainted with them all is a study; to apply them well, an art; to understand their significance, their effect, and the order and manner in which they should be given to the children, is a science. Nothing but a long and careful study of the system and its actual workings can give such a knowledge of it, as will enable a person to practice its peculiar mode of instruction or to fully understand its many important points.

While the Kindergarten will afford the child, previous to its entering the school, the right occupation and requisite training for a course of regular instruction, the Intermediate and Advanced Classes will be taught according to Froebel's method, his ideas being more fully developed and more completely realized. "First the blade, then the ear, then the corn in the ear."

Prof. JOHN KRAUS is a disciple of the Pestalozzi-Diesterweg-Froebel School and one of the first propagators of the Kindergarten in this country. For many years he was connected with the Bureau of Education in Washington, where his efforts were unceasingly devoted to the Kindergarten cause. Says the U. S. Commissioner of Education: "Prof. John Kraus, whose devotion and enthusiasm on the subject of Kindergartens is well known among all educators interested in that topic, will also in New York do his utmost in the same direction."

Mrs. MARIA KRAUS-BOELTE is a pupil and a co-worker of Froebel's widow. She is aided by an ex-

New York.

perience of twenty years in Germany, England, and America. "Mrs. KRAUS-BOELTE has been pointed out to me by Mrs. Louise Froebel (Froebel's Widow) in Hamburg, as the best Kindergartner in Germany," says Dr. Nathan Allen in the *New England Journal of Education*.

As to her work in America, *The Galaxy*, in an article on "Kindergartens," says: "Mrs. KRAUS-BOELTE, of all American Kindergartners, holds the highest place. She comes to us most directly from the founder of the system. It is to the labors of this lady, more than to any other perhaps, that the increasing success of Kindergartening in America is due, and her pupils have accomplished more than all the rest. The reason is simple, they are the most thorough; the reason of that again equally simple, their teacher was the most thorough."

Says Miss E. P. PEARBODY: "Mrs. KRAUS is the first authority upon the subject, unsurpassed certainly by any one in her knowledge of Froebel's principles (according to the testimony of his widow with whom she has studied for three years); she has twenty years of great success in practice. Without referring to her previous eminent success in England and Germany, the Kindergarten in New York is sufficient recommendation of whatever Mrs. KRAUS writes, especially upon the training of Kindergartners."

Speaking of Mrs. KRAUS' work in America the *Northern Christian Advocate* says: "Here, as elsewhere, her mission is to plant and nourish the Kindergarten in its purity, in the profound simplicity and consummate art of nature. The perfectly plain and unpretending establishment of Mr. and Mrs. KRAUS impressed us as a commentary at once on their intolerance of show and on their exalted repute, emphasizing the genuineness of both. Such a repute entirely unassisted by the expensive style and exclusive location, which satisfy the demands of society, must of necessity be wholly made up of sterling substance." Says *The World*: "There may perhaps seldom an institute be found where the beneficial influence upon children by female and male co-operation is more felt than by Mr. and Mrs. KRAUS; their congeniality, their perfect sympathy and harmony can be seen and felt everywhere. They both are born Kindergartners and that is also what gives the preference to their 'Kindergarten Guide,' everything is not only seen through female but also through male lenses in an educational point of view." "The Authors," says the *New England Journal of Education*, "are the most experienced Kindergartners in America and are recognized as the best authority in this country on Kindergarten education." Says Mrs. HORACE MANN: "I am indeed delighted with the minuteness, thoroughness, and clearness of direction . . . it is certainly by far in advance of any Guide I have yet seen." "The excellent *Kindergarten Guide* of Mr. and Mrs. KRAUS is the best that has yet been published," says the Baroness MARENHOLTZ-BÜLOW.

Terms:

Kindergarten, including all expenses, yearly, in advance	\$100
Intermediate Class, including all expenses, yearly, in advance	\$100
Advanced Class, including all expenses, yearly, in advance	\$100
Elementary Class, including all expenses, yearly, in advance	\$100
Seminary for Kindergartners	\$200

The Kindergarten of Mr. and Mrs. KRAUS is situated in Twenty-Eighth Street between Fifth Avenue and Broadway. For all desired information, address the Principals, Prof. JOHN KRAUS and Mrs. MARIA KRAUS-BOELTE, 9 West 28th Street, New York City.

J. H. Morse's School for Boys.

Mount Washington Collegiate Institute.

Murray Hill Institute.

National Academy of Design.

New York.

New York College of Dentistry.—Thirteenth Annual Session, 1878—79.

Faculty:

FANEUIL D. WEISSE, M.D., Professor of Regional Anatomy and Oral Surgery; FRANK ABBOTT, M.D., Professor of Operative Dentistry and Dental Therapeutics; ALEX. W. STEIN, M.D., Professor of Histology, Visceral Anatomy, and Physiology; F. LE ROY SATTEKLEE, M.D., Ph.D., Professor of Chemistry, Materia Medica, and Therapeutics; J. BOND LITIG, D.D.S., Professor of Mechanical Dentistry; WM. H. ALLEN, Clinical Professor of Operative Dentistry; JOHN ALLEN, D.D.S., Clinical Professor of Mechanical Dentistry; JOHN T. METCALF, Clinical Professor of Operative Dentistry; WM. T. LAROCHE, D.D.S., Clinical Professor of Operative Dentistry; F. M. ODELL, M.D., D.D.S., Clinical Professor of Operative Dentistry; BERTRAND J. PERRY, D.D.S., Clinical Professor of Operative Dentistry; D. W. WILLIAMSON, D.D.S., Demonstrator of, and Lecturer on, Operative Dentistry; A. RUST CUYLER, D.D.S., Demonstrator of, and Lecturer on, Mechanical Dentistry; C. F. W. BODECKER, D.D.S., Lecturer on Dental Histology; EBEN M. FLAGG, D.D.S., Lecturer on Mechanical Dentistry; JOHN SEYMOUR CLARK, M.D., Assistant to the Professor of Chemistry, Materia Medica, and Therapeutics; S. FRANK JOHNSON, D.D.S., and GEORGE M. EDDY, D.D.S., Demonstrators; JOHN C. MILLER, D.D.S., GEO. J. HARTUNG, D.D.S., and JULIUS W. STEBBINS, D.D.S., Assistant Demonstrators.

Students may matriculate at any time, as the Infirmary is open, for regular students of the College to practice in, the entire year.

The regular course of Lectures will commence on Tuesday, October 1st, and continue until the latter part of February. Three hours of each day of the week (except Saturday) will be devoted to Lectures, and four hours to *Clinics* and practice at the Chair and in the Laboratory, under the direction of the Demonstrators.

The Infirmary is furnished with twenty-four good chairs and all the appliances. The Lecture-room will seat, and the Laboratory accommodate, two hundred students; all on one floor and up one flight of stairs only. There is seldom any lack of patients for students to operate upon.

Fees:

Matriculation.....	\$5.00
Course of Lectures—Winter.....	100.00
Practical Course—Spring and Summer (Optional).....	45.00
Graduation.....	30.00
Board may be obtained for from \$6.00 to \$8.00 per week.	

For further information, address FRANK ABBOTT, M.D., Dean, 1 West Nineteenth Street, NEW YORK CITY.

New York Conservatory of Music.—Incorporated 1865. This renowned Music School and School of Elocution, Oratory, Dramatic Action, Modern Languages, Drawing and Painting offers unequalled advantages to Pupils, from the first beginner to the finished artist. A Special Course for Teachers.

Terms: Classes of three pupils, \$10.00 per quarter.	
“ “ two “ “	\$15.00 “ “
Private Lessons	\$30.00 “ “

The Conservatory remains open the entire year. Pupils may begin at any time. Terms commence from date of entrance. Subscription Books open Day and Evening. New York Offices only at No. 5 East 14th Street (2 doors east of Fifth Avenue), NEW YORK CITY.

New York Homœopathic Medical College.—The clinical advantages, both medical and surgical, in this institution are unsurpassed by those of any medical college in the country. In addition to the daily ophthalmic clinic, five clinics are held each week in the college amphitheatre. The afternoon of each Thursday is spent at the Homœopathic Hospital on Ward's Island, where there are over 800 beds. This, as well as all the hospitals of New York, is free to

New York.

the students of the Homœopathic College. For information and announcements, address J. W. DOWLING, M.D., Dean, 313 Madison Avenue, NEW YORK CITY.

New York Latin School (22 East 49th St.).

New York Medical College and Hospital for Women. Normal College of the City of New York (Dr. THOMAS HUNTER, President).

Notre Dame Institute.

Packard's Business College.—The representative Commercial School of the country. The branches taught here cannot be learned with the same thoroughness elsewhere. An experience of more than twenty-five years as author and teacher enables the principal and founder to speak positively in behalf of his work.

One peculiarity of the school is that students can enter at any time with equal advantage.

Tuition, \$50.00 for a term of 12 weeks. For further particulars, address S. S. PACKARD, Principal, 805 Broadway, NEW YORK CITY.

Paine's Business College.

Park Institute.

Misses Perine's English and French School for Young Ladies and Children.

Photographic Institute (WALWORTH).

Preparatory Scientific School (A. COLIN).

Protestant French and English Institute (Mme. DE VALENCIA).

Mrs. Sylvanus Reed's Boarding and Day School for Young Ladies re-opens October 1st.

French and German Languages practically taught. Thorough training in Primary and Secondary Departments.

The course of study in the Collegiate Department requires four years, and meets all demands for the higher education of women.

Classes in plain Sewing, Decorative Art, Drawing, and Singing. For terms address MRS. SYLVANUS REED, 6 and 8 East 53d Street, NEW YORK CITY.

Emile Reinbeck, Teacher of the Piano at the New York Conservatory of Music.—Private Lessons at the pupil's residences. Special arrangements made with schools, institutions, and families where more than one pupil is to be instructed. Address EMILE REINBECK, 153 West 14th Street, NEW YORK CITY.

W. W. Richards' Private Classical and English School.

Mrs. Kittie Broadhead Røbbelen's School for Young Ladies and Children.—This school is located within two blocks of the Central Park, thus affording the pupils the advantage of delightful walks in the vicinity. The school year begins about September 24th, and closes the middle of June. There are three departments—the Senior, Junior, and Primary. Mrs. Røbbelen herself superintends all of the school exercises giving to each scholar that personal interest so essential to proper advancement. Pupils will be received at any time during the year. The regular course of study includes all the branches of a good English education, Latin, and a thorough practical knowledge either of the French or German language which are taught by native instructors. Special attention is given to the cultivation of the Speaking voice and Reading—accomplishments usually neglected. Singing, Elocution, and Gymnastics in the Primary Department without extra charge. Accommodations for twelve boys—under 12 years of age.

Address MRS. KITTIE BROADHEAD RØBBELEN, 69 East 61st Street, NEW YORK CITY.

Madame Roch's School.—A First-Class School for Young Ladies. Madame A. Roch (late of Vassar College), a lady whose talents are endorsed by Royal and other eminent authorities, combines, in her school course, the advantages of the highest possible *Instruction*, with careful *Education*. History, Languages, Literature, and Art are prominent studies. Finishing and Junior Departments. Address Madame A. ROCH, Principal, 134 East 57th Street, NEW YORK CITY.

New York.

Raizer's Female College.

St. Angela's Academy for Young Ladies, under the charge of the Sisters of Charity. The course of instruction will embrace the usual branches taught in our best academies. The emulation of the pupils will be excited by every gentle means, and their success rewarded by an annual distribution of Premiums.

The scholastic year will commence on the first Monday of September, and end about the 16th of July. Terms, from \$5.00 to \$10.00 per quarter, payable in advance. Music, French, Drawing, Singing, etc., will form extra charges. The quarter consists of eleven weeks. For further information, apply at the ACADEMY, 350 West 22nd Street, NEW YORK CITY.

St. Bridget's Academy, conducted by the Sisters of Charity. The system of instruction comprises Orthography, Reading, Writing, Arithmetic, Grammar, Geography, History, Natural Philosophy, Astronomy, Algebra, Chemistry, Geometry, Botany, Use of Globes, Composition, Book-keeping, and Plain and Fancy Needlework.

The discipline of the school is mild, but firm and regular; strict attention to its regulations required at all times.

Terms: First Class, \$10.00; Second Class, \$8.00, per quarter, including—for each class—French or German. Third, Fourth, and Fifth Classes, \$7.00, \$6.00, and \$5.00, respectively. Vocal and Instrumental Music, Drawing and Painting, Wax Flower work, etc., form extra charges. Apply at the ACADEMY, 315 East 10th Street, NEW YORK CITY.

St. Francis d'Assisi Parochial School.

St. Gabriel's Academy, for Young Ladies, under the charge of the Sisters of Charity. This Institution affords every facility for acquiring a solid and refined education. The course of instruction comprises Orthography, Reading, Writing, Grammar, Rhetoric, Composition, Ancient and Modern History, Natural Philosophy, Geography, Astronomy, and use of Globes, Arithmetic, Book-keeping, Algebra, Geometry, Chemistry, Embroidery, Tapestry, and Plain Needlework. The discipline of the school is mild, but firm and regular; strict attention to its regulations is required. Examinations of the pupils are held semi-annually.

At the close of the Academic Year, distinctions are conferred according to progress in studies, observance of rules, etc. Bulletins are transmitted monthly, informing parents and guardians of the proficiency, application, and conduct of their children.

Terms, payable in advance: First Class (including French and Latin, or German and Latin), \$15.00, per quarter; Second Class, \$10.00; Third Class, \$8.00; Fourth Class, \$7.00; Fifth Class, \$6.00.

Extra charges: Instrumental Music (with use of Piano), \$20.00; Painting and Drawing, \$5.00; Painting in colored Crayons, \$8.00; Oil Painting, \$10.00.

The charges for tuition in Vocal Music are regulated by the professor. The quarter consists of eleven weeks. Apply at the ACADEMY, 229 East 36th Street, NEW YORK CITY.

St. John's Academy of Our Lady of Mercy.

St. John's College.—This College enjoys the powers and privileges of a University, and is conducted by the Jesuit Fathers. It is situated at Fordham in a picturesque and healthy part of New York County and is reached in thirty minutes by the Harlem trains which leave the Grand Central Depot every half hour; moreover it is easily accessible at all hours and seasons either by private conveyance over the great boulevards or by the horse cars which lead to the gate at the foot of the College lawn.

The grounds are extensive, well laid out for College purposes, and afford uncommon facilities for athletic sports, for bathing, and for skating. Ample opportunities are also provided for in-door amusements. The buildings are spacious, thoroughly ventilated, well heated by steam, lighted by gas, and provided with bath-rooms.

New York.

The instruction furnished is of two kinds—Classical and Commercial. The Collegiate year is divided into two terms; the first begins on the first Wednesday of September, the second on the first of February. Candidates for admission, whether coming from their homes or from other Colleges, are required to present testimonials of good moral character. They are examined by the Prefect of Studies and placed in the class to which they are entitled by their attainments. The scholarship of each student is determined by weekly competitions in some branch of study and by examinations. Testimonials are awarded for superior success in these examinations.

The degree of A. B. is conferred at the close of the Classical course. The degree of A. M. is given to those who pursue, in the Post Graduate course, the study of Natural Law and the other branches of higher education. Students of the Commercial course receive a commercial certificate. For young men already advanced in their English studies, there is a special Latin and Greek class, which enables them to shorten the regular Classical course. There are two Preparatory classes in which young boys are fitted for either of the college courses of study. French is taught without charge. German, Spanish, Music, and Drawing are optional, but for these branches there are extra charges.

The correspondence of Students is under the supervision of the College authorities. No books, papers, periodicals, etc., are allowed among the Students until they have been examined and approved. The visiting days are Sunday afternoon and Thursday in summer; Sunday, Tuesday, and Thursday afternoons in winter. The summer vacation begins on the last Wednesday in June, and closes on the first Wednesday in September. There is a vacation of one week at Christmas, but none at Easter. Students whose parents do not reside in New York City are not allowed to visit it, unless in company of an officer of the College. The ordinary causes of dismissal are: insubordination, continued inapplication to study, and bad conduct.

Expenses.

Entrance fee, to be paid only once, \$10.00.
Tuition, Board and Lodging, per annum, 300.00.
Washing and mending of linen, per annum, 30.00.
Medical Attendance, per annum, 5.00.
Day Scholars, per annum, 60.00.

Use of Chemical and Philosophical Apparatus, \$5.00 per annum; Drawing, \$60.00; Piano and use of Piano, \$70.00; Violin, Flute, etc., \$60.00 each; Spanish and German, \$20.00 each. Students who spend the two months' vacation of July and August at the College, must pay an additional charge of \$60.00. Books, Stationery, Clothes, etc., are furnished by the College at current prices, or may be procured by parents or guardians. No uniform is prescribed; all that the College requires in the matter of clothing is, that each student shall have, in quality and quantity, what befits a young gentleman.

For further particulars, inquire of F. WM. GOCKELN, S. J., President, St. John's College (Fordham), NEW YORK CITY.

St. John's Select Day School, conducted by the Sisters of Mercy. School hours from 9.30 A. M. to 3 P. M.

Tuition in English Branches.

Graduating Class, Per Quarter, \$15.00
First Class, Per Quarter, 12.00
Second Class, Per Quarter, 10.00
Third Class, Per Quarter, 8.00
Junior Department, Per Quarter, 6.00
Boys, 7 years of age, 8.00
Boys, under 7 years of age, 6.00
Fuel for the season, 2.00

The usual extra charges are made for instruction in the French, Italian, German, and other languages, for Music, Singing, Drawing, and Painting.

The scholastic year commences on the first Monday of September and ends on the 30th of June. Terms payable in advance. Address ST. JOHN'S SELECT DAY SCHOOL, 128 East 54th Street, NEW YORK CITY.

New York.

St. Joseph's Academy.
St. Joseph's Academy (Fordham).

St. Lawrence's Academy for Young Ladies. The system of instruction comprises Orthography, Reading, Grammar, History, Geography, Use of the Globes, Natural Philosophy, Elements of Astronomy, Composition, Plain and Ornamental Writing, Arithmetic, Algebra, Plain and Fancy Needle-work in all its variety.

The discipline of the School is mild, but firm and regular; strict attention to its regulations required at all times. Should a pupil be withdrawn before the expiration of the quarter, no deduction will be made for the remaining time or for a partial absence from school.

The emulation of the pupils is excited by every gentle means, and their success rewarded by an annual distribution of Premiums previous to the vacations, which will commence July 17th. The scholastic year will open on the first Monday of September.

Terms, per quarter of eleven weeks, payable in advance: First Class, \$10.00; Second, \$8.00; Third, \$7.00; Fourth, \$6.00; Fifth, \$5.00; Music, French, Wax Work, etc. form extra charges.

For further particulars, apply at the Academy, 42 East 84th Street, New York City.

St. Louis College.—A Select French-Catholic Boarding and Day School established in 1869, by Rev. Pere Ronay. Complete Commercial, Scientific, and Collegiate course. Pupils are taught to speak fluently English, French, German, and Spanish. *Terms*: Day Scholars, \$150.00 to \$300.00; Boarders, \$600.00 to \$800.00. Address JOHN P. BROPHY, President, 104 West 38th Street, New York City.

St. Mary's School for Young Ladies and Children.
St. Matthew's Academy (Elizabeth Street).

St. Peter's Academy for Young Ladies, under the Charge of the Sisters of Charity. The course of instruction comprises Orthography, Reading, Writing, Grammar, Rhetoric, Composition, History, Natural Philosophy, Geography and use of Globes, Astronomy, Arithmetic, Book-keeping, Algebra, Delineation of Maps, Embroidery, Tapestry, and plain Needle-work. The discipline of the School is mild, but firm and regular; strict attention to its regulations required.

The emulation of the pupils will be excited by every gentle means, and their success rewarded by an annual distribution of Premiums.

The Scholastic Year opens on the first Monday of September, and ends about the 1st of July.

Terms, per quarter of 11 weeks, payable in advance: First Class, \$10.00; Second Class, \$8.00; Third Class, \$7.00; Fourth Class, \$6.00. Extra Charges: Instrumental Music, \$12.00; Use of Piano, \$2.00; Vocal Music, \$3.00; French, \$5.00; Drawing, \$5.00.

Little boys, from five to twelve years of age, are also received in the Academy.

For particulars, apply at the ACADEMY, 16 Barclay Street, New York City.

St. Teresa's Academy.
St. Vincent's Free School.

Dr. J. Sachs' Collegiate Institute, devotes special attention to the preparation of pupils for Harvard, Cornell, and Columbia College; methods of instruction correspond closely to most approved theories of German educators; instruction in the German language an essential feature of the school; the natural sciences, European history, and the literature of the English language taught in the higher grades of the school. Address Dr. J. SACHS, Principal, 121 W. 49th Street, New York City.

School for Boys (Miss M. W. WARREN).

School for Girls (Miss ANNA C. BRACKETT).

School for Languages (Dr. L. SAUVETUR).

School of Mines (Columbia College).

Miss Emily Seymour's English, French, and German School for Young Ladies and Children.

New York.

Miss Spring's Private School for Young Ladies and Children. This school will re-open September 26th, 1878. The principal has an experience of over 20 years as a teacher. Her school consists of six different departments—Senior, Junior, Intermediate, Secondary, Primary, and a separate Department for little Boys and Girls. No extra charge for Drawing and Calisthenics. French is spoken during the entire school course except in recess hours.

The Rev. HOWARD CROSBY, D. D., gives the following testimonial in respect to this school: "I take great pleasure in commending Miss Spring's School. She has had remarkable success in securing the services of very thorough teachers. These, with Miss Spring's own experience and faithfulness, make her school one of the best in our city." HOWARD CROSBY.

For information as to terms, etc., address Miss SPRING, Principal, 121 East 36th Street, NEW YORK CITY.

Mlle. M. D. Tardivel's Boarding and Day School for young ladies and children. English taught in all its elementary and superior branches. Particular attention paid to Belles-Lettres, French on the same plan, as in the Parisian schools. All accomplishments included in our course of education: Foreign pupils are taught to speak fluently French and English in one year. Address Mlle. M. D. TARDIVEL, Principal, 25 West 16th Street, NEW YORK CITY.

Union Theological Seminary.
University of the City of New York.

University of the City of New York.—*Medical Department.*—Thirty-Seventh Session, 1878-79.

Faculty of Medicine: Rev. HOWARD CROSBY, D. D., Chancellor of the University; ALFRED C. POST, M. D., LL. D., Professor emeritus of Clinical Surgery, President of the Faculty; CHARLES INSLEE PARDEE, M. D., Professor of Diseases of the Ear, Dean of the Faculty; JOHN C. DRAFER, M. D., LL. D., Professor of Chemistry; ALFRED L. LOOMIS, M. D., Professor of Pathology and Practice of Medicine; WILLIAM DARLING, A. M., M. D., F. R. C. S., Professor of Anatomy; WILLIAM B. THOMSON, M. D., Professor of Materia Medica and Therapeutics; J. W. S. ARNOLD, M. D., Professor of Physiology and Histology; JOHN T. DARBY, M. D., Professor of Surgery; J. WILLISTON WRIGHT, M. D., Professor of Obstetrics and Diseases of Women and Children; FANEUIL D. WEISSE, M. D., Professor of Practical and Surgical Anatomy; JOSEPH W. WINTER, M. D., Demonstrator of Anatomy.

Post-Graduate Faculty: D. B. ST. JOHN ROOSA, M. D., Professor of Ophthalmology; WM. A. HAMMOND, M. D., Professor of Diseases of the Mind and Nervous System; STEPHEN SMITH, M. D., Professor of Orthopaedic Surgery; J. W. S. GOULEY, M. D., Professor of Diseases of the Genito-Urinary System; MONTROSE A. Pallen, M. D., Professor of Gynecology; HENRY G. PIFFARD, M. D., Professor of Dermatology; A. E. MACDONALD, M. D., Professor of Medical Jurisprudence; JOSEPH W. HOWE, Clinical Professor of Surgery.

The Collegiate Year is divided into three Sessions: a Preliminary Session, a Regular Winter Session, and a Spring Session. The Preliminary Session will commence September 19th, 1878, and will continue until the opening of the Regular Winter Session. It will be conducted on the plan of that Session. The Regular Winter Session will commence on the Third of October, 1878, and end about the 1st of March, 1879.

The location of the new College edifice being immediately opposite the gate of Bellevue Hospital, and a few steps from the ferry to Charity Hospital, Blackwell's Island, the Students of the University Medical College are enabled to enjoy the advantages afforded by these Hospitals, with the least possible loss of time. The Professors of the practical Chairs are connected with the Hospitals, and the University Students are admitted to all the Clinics given therein, free of charge. In addition to the daily Hospital Clinics, there are eight Clinics each week in the College building. Five Didactic Lectures will be given daily in the College building, and Evening Recitations will be con-

New York.

ducted by the Professors of Chemistry, Practice, Anatomy, Materia Medica, &c., Physiology, Surgery, and Obstetrics, upon the subjects of their Lectures.—The Spring Session embraces a period of twelve weeks, beginning in the first week of March, and ending the last week of May. The daily Clinics, Recitations, and Special Practical Courses will be the same as in the Winter Session, and there will be Lectures on Special Subjects by the Members of the Post-Graduate Faculty. The Dissecting Room is open throughout the entire Collegiate year; material is abundant, and it is furnished free of charge. — Students who have studied two years may be admitted to examination in Chemistry, Anatomy, and Physiology, and, if successful, will be examined at the expiration of their full course of study, on Practice, Materia Medica and Therapeutics, Surgery and Obstetrics; but those who prefer it may have all their examinations at the close of their full term.

Fees: For Course of Lectures, \$140.00; Matriculation, \$5.00; Demonstrator's fee, including material for dissection, \$10.00; Graduation Fee, \$30.00; Post-Graduate Certificate, \$30.00.

For further particulars and circulars, address the Dean, Prof. CHAS. INSLEE PARDEE, M.D., University Medical College, 410 East 26th Street, New York City. University Grammar School.

Ursuline Academy, Boarding and Day School. — The members of this Institution dedicate their time chiefly to the instruction of Young Ladies in principles of virtue, and in the various branches of a finished education.

This Institution, in its plan of education, unites every advantage that can be derived from a punctual and conscientious care bestowed on the pupils, in every branch of science becoming to their sex. Propriety of deportment, politeness, personal neatness, and the principles of morality, are objects of unceasing assiduity.

Difference of religion is no obstacle to the admission of young ladies, provided they are willing to conform to the general regulations of the school.

All payments are to be made semi-annually in advance.

Terms for Boarders:

Board and Tuition in English and	
French	\$250.00 per annum
Tuition in Music on the Piano	60.00 " "
Washing of Clothing and use of Bed	32.00 " "
Use of the Library	3.00 " "

School books at the store price.

The usual extra charges are made for the instruction in Drawing, Painting, Singing, Foreign Languages, etc.

The boarders must be furnished with a knife and fork, two silver spoons, a silver goblet, six napkins, six towels, six changes of linen, twelve pairs of stockings, twelve handkerchiefs, combs, brushes, two uniform dresses, which change according to the seasons; two bobbinet veils, which are furnished by the Institution and charged to the parents.

Terms for Day Scholars:

Tuition in English and French.....	\$60.00 per annum
Tuition in Music on the Piano.....	60.00 " "

General Regulations:

The Scholastic year begins regularly on the first Monday of September and ends about the end of June or beginning of July.

Thursday is the regular visiting day.

The parents or guardians of young ladies from a distance are requested to designate some correspondent in the city, who will be charged to liquidate their bills when due.

For further information, apply to the SUPERIORESS, Ursuline Academy, (East Morrisania), NEW YORK CITY.

Ursuline Convent and Academy (Mother de Sales). Van Norman Institute.

Miss Van Wagenen's School.

New York.

Mrs. L. Weil's English, German, and French Boarding and Day School and Kindergarten.
Mrs. William's School.

Woman's Medical College of the New York Infirmary. — Tenth Annual Announcement, 1878-79.

Faculty and Instructors: ELIZABETH BLACKWELL, M.D., Emeritus Professor of Hygiene; JAMES R. LEAMING, M.D., Emeritus Professor of Principles and Practice of Medicine; EMILY BLACKWELL, M.D., Professor of Obstetrics and Diseases of Women; GERARDUS H. WYNKOOP, M.D., Professor of Physiology; DANIEL M. STIMSON, M.D., Professor of Surgery; MARY PUTNAM-JACOBI, M.D., Professor of Materia Medica and Therapeutics; EDWARD H. JAMES, M.D., Professor of Hygiene; E. DARWIN HUDSON, Jr., M.D., Professor of Principles and Practice of Medicine; P. DE P. RICKETTS, Ph.D., Professor of Theoretical and Practical Chemistry; ISAAC ADLER, M.D., Professor of Histology and Pathological Anatomy; MARY A. WATTLES, M.D., Professor of Anatomy; GEORGE HART, M.D., Demonstrator; S. M. ROBERTS, M.D., Clinical Professor, Diseases of Children; C. S. BULL, M.D., Clinical Professor, Diseases of Eye and Ear; G. H. FOX, M.D., Clinical Professor, Diseases of the Skin; A. B. JUDSON, M.D., Lecturer on Orthopedic Surgery; ELIZABETH M. CUSHIER, M.D., Lecturer on Microscopical and Chemical Examination of Urine; MERCY N. BAKER, M.D., Lecturer on Materia Medica, and Secretary of the College.

Board of Examiners: Dr. WILLARD PARKER, Surgery; Dr. ISAAC E. TAYLOR, Obstetrics; Dr. AUSTIN FLINT, Principles and Practice of Medicine; Dr. STEPHEN SMITH, Anatomy; Dr. B. W. MCCREADY, Materia Medica; Dr. A. L. LOOMIS, Physiology; Prof. C. F. CHANDLER, Chemistry; Dr. E. H. JAMES, Hygiene.

The College year consists of a session of thirty-two weeks, beginning on the 1st of October and ending with the third week in May.

The plan of instruction in this school is arranged to secure a gradation of studies through the three years of the student's course. For this purpose, students must attend three entire sessions.

First Year.—During the first year they will be principally occupied with the elementary branches of Anatomy, Physiology, Materia Medica, and Chemistry, with practical work in the Anatomical Rooms and Pharmacy. **Second Year.**—In the second year they will continue these four branches and receive instruction in Hygiene, Medicine, Surgery, Obstetrics, and Pathological Anatomy. **Third Year.**—In the third year the instruction in these departments will be continued, and the students will engage in practical medical work under the direction of their teachers, and be required to furnish clinical reports of cases so attended.

This progressive mode of study does not increase the length nor the expense of the student's course, as no extra charge is made for the third year.

An annual course of lectures in any accredited school will be received as equivalent to a course of lectures in this school.

Students from such schools may enter as second or third year students in this school, according as they bring tickets for one or two courses of lectures, but a certificate of reading under a preceptor, will not be received as equivalent to a course of lectures.

Students desiring to avail themselves of the clinical advantages of the city, without going through the whole course of the College, or graduating from it, may, by special arrangement, attend such lectures as they desire in connection with the clinics of the school, without reference to its graded course.

Any one course of lectures may be attended separately by students, or ladies wishing information on that special subject.

Examinations. Students entering the graded College course will be required to pass a preliminary examination in English branches, unless they bring a diploma from some established literary school. An examination will be held at the end of each term when

New York.

every student will be examined in the studies pursued during the term. The final examination will be passed in Anatomy, Materia Medica, Physiology, and Chemistry, at the end of the second year, and at the end of the third year in Hygiene, Practice, Surgery, and Obstetrics. All candidates for graduation after having passed the Faculty of this College, go before a Board of Examiners composed of eminent Professors from the several Medical Colleges of the City. Each successful candidate receives a certificate bearing the several signatures of the Board, which is an additional guarantee of the bearer's fitness to practice.

Clinical Advantages.—The best clinical advantages are within reach of the students of this College; for the New York Infirmary, with its long established practice, places annually over seven thousand patients under the immediate observations of its students, and, in Practical Obstetrics and Diseases of Women, the students of this School have special advantages, as all candidates for graduation are received as residents in the Infirmary for a sufficient time to give them the opportunity of attending a certain number of cases, also of having practical experience in pharmacy—putting up prescriptions, &c. The City Dispensaries are also open to woman; one of the best of these—the Demilt Dispensary—is within a few minutes' walk of the College. Here over 22,000 patients are treated annually. The diseases are divided into different classes, as: Diseases of Skin, Heart, Lungs, &c., and each class is treated at specified hours, by separate attending Physicians, and Clinics are held from 9 a. m. to 3 p. m., daily. Bellevue Hospital admits women to its admirable clinical lectures; the New York Eye and Ear Infirmary also keeps open doors. The Presbyterian Hospital, one of the most complete Hospitals in the country, affords opportunities for seeing operations, &c. Mount Sinai Hospital, also, has extended its privileges to the students of this College.

Hospital Appointments.—Several graduates are appointed annually to serve as assistants to the Resident Physician in the New York Infirmary. The large out-practice connected with this Institution is mainly in charge of these assistants.

Fees and Expenses.

Full Course of Lectures (each ticket \$15).....	\$105.00
Matriculation Ticket.....	5.00
Demonstrator's Fee.....	10.00
Graduation Fee.....	\$30.00

College fees must be paid in advance. Students who have attended *two full courses of lectures* at any regular Medical School will be required to pay but \$30.00 and the Matriculation Fee. For intelligent students whose means are very small, every effort will be made to render the expenses as light as possible. Communications from such students to the Secretary will be considered confidential and meet with kind consideration.

Requirements for Graduation.—Candidates for Graduation must be twenty-one years of age—must be of good moral character, and have received a good general education. They must have spent three years in the study of medicine, during which they must have attended three Winter Sessions of lectures, and received clinical instruction, according to the course laid down by the school. A thesis on some medical subject must be submitted; passing satisfactory examinations before the Faculty and the Board of Examiners will also be required. A course of lectures in any recognized school will be accepted as one of the terms required by the College, but the last course before graduation must have been attended at this College. The Faculty also reserve the right to refuse examination to a student on the ground of what they deem to be moral or mental unfitness for the profession.

For announcements, or for further particulars, students may apply by letter, or personally to Dr. MERCY N. BAKER, Secretary, at the College, 128 Second Avenue, or at her office, 303 East 18th St., near 2d Ave., NEW YORK CITY.

New York.

NIAGARA FALLS.
Academy of Our Lady of the Cataract.

NORTH CHILL.
Chili Seminary.

NORTH GRANVILLE.
Granville Military Academy (successor to *Stamford Institute*). Healthiest climate, elegant buildings, steam heat, cheerful home, no temptations. Earnest work for boys fitting for college, science, or business. Twenty-ninth year begins September 11th. Send for catalogue to WALLACE C. WILLCOX, A. M., President, NORTH GRANVILLE, Washington Co., N. Y.

NORWICH.
Norwich Academy and Union Free School.

NYACK.
Nyack Home Institute.—A Boarding and Day School for Both Sexes, pleasantly located in the village of Nyack, N. Y., a place of rare attractions and only 28 miles by rail or steamboat from New York City. The pupils enjoy the advantages of a refined and cultivated society, away from the vices and restraints of larger towns, while the well-known healthfulness and purity of the climate make the situation of especial advantage for a boarding-school. The Institute has a Junior and Senior Department, with Primary and Academic Studies, and is designed to afford, in the wholesome retirement of a rural neighborhood and at a moderate cost, the best opportunities for acquiring a thorough education.

Mrs. Lee has had a successful experience of many years in her profession, and is acquainted with the most advanced methods of teaching. Thorough Scholarship in each study pursued, and a moral training based upon religious principles are kept constantly in view.

Having a large Local Patronage, the Boarding Department is limited to eight, permitting a personal supervision, and watchful care—combined with home influence and culture—unattainable among a large number, and affording advantages especially desirable for the young.

The school provides a thorough training by careful instruction from accomplished and experienced teachers. Great pains are taken to lay a good foundation in Preparatory Studies, and then to carry on the work regularly without loss of time, and with due regard to age, health, and strength. The aim is not solely to teach the contents of books, but to awaken an interest in study, to impart a love of books, and, most important of all, to form habits of steady attention, of self-control, and of thoughtfulness. The English Language and Literature are studied in various ways throughout the course, regular instruction is given in French or German (at professors' charges), and daily lessons are given in the regular English branches, Music, and Drawing. The Primary department affords thorough instruction to girls from seven to twelve years of age, and is designed to prepare them for the higher branches. Parents can feel assured that in all respects a pleasant home under careful supervision is provided for their children.

Terms, for school year of 40 weeks: Tuition, Board, Furnished Room, Fuel, Lights, Washing, and Pew Rent, \$280.00 per year.

Day Scholars. Tuition, \$42.00 per year.
Pens, Ink, and Pencils without charge.

No Extras, except for German, French, Music, and Drawing, which are furnished at Professors' charges, and 50 cents per week for use of Piano, one hour per day. Tuition reckoned from date of entrance till regularly withdrawn.

Address Mrs. JOSEPHINE LEE, Principal, NYACK-ON-THE-HUDSON, Rockland Co., N. Y.

Rockland College.—\$60.00 per quarter, \$225.00 per year, for board and tuition in all branches in Rockland College. Both sexes; no extras but music. Address W. H. BANNISTER, President, NYACK, N. Y.

New York.

Rockland Institute for Young Ladies. — Grounds and views beautiful; river front; healthy; pleasant home; full course of study. ALBERT WELLS, Principal; J. H. WORMAN, Associate. For terms, etc., address the Principal, NYACK, N. Y.

OGDENSBURG.

Convent of Our Lady of Victory.
St. Philip Neri's Academy.
Sisterhood of Gray Nuns.

ONEONTA.

Oneonta Union School.

ONONDAGA VALLEY.

Onondaga Academy.

OSWEGO.

Boys' English and Classical School (E. J. HAMILTON).
Chaffee's Phonographic Institute.
Convent of St. Teresa.
Home Institute (Mrs. E. J. HAMILTON).
St. Mary's Select School.
St. Paul's Academy.
State Normal and Training School.

OVID.

Ovid Union School.

OWEGO.

Convent and Academy of the Sisters of Mercy.

OXFORD.

Oxford Academy.

PARIS.

Saguenot Academy.

PARKVILLE.

Villa de Sales Academy of the Visitation.

PEEKSKILL.

Academy of Our Lady of the Angels.
Academy of the Sisters of St. Francis.
Miss Germond's School.

Peekskill Military Academy.—Forty-two miles from New York, on the Hudson River. A chartered institution, with an earnest and working Board of Trustees and experienced Principals appointed by them: thorough teachers, every modern appliance for instruction, library and philosophical apparatus, cabinet of minerals, four pianos and an organ, and the best charts and maps; judicious discipline, earnest study, home care.

The buildings are complete and well arranged, thoroughly heated, water on every floor, six bath-rooms with hot and cold water. They occupy an elevated plot of six acres, overlooking the Hudson River and the Highlands, three-fourths of a mile from the Hudson River Railroad depot.

Students are prepared for any college or professional school, or for business. Four carefully arranged courses of study are offered: Classical, Modern Languages, English, and Commercial. Five resident instructors are engaged and fifty boarding pupils accommodated. The handsome uniform—coat, vest, and pants—costs \$23.00 to \$25.00.

The cost of board, with furnished room and tuition in all the English, Classical, Modern Languages, Scientific and Commercial branches—including Latin, Greek, French, German, Drawing, Vocal Music, History, Natural Sciences, Rhetoric, English Literature, Military and Gymnastic Drill, and use of arms and accoutrements is \$400.00 per year, payable quarterly in advance.

A large, illustrated circular will be sent on application to the principals, COL. CHAS. J. WRIGHT, A. M., and ROBERT DONALD, A. M., PEEKSKILL, N. Y.

St. Gabriel's School.
Westchester County Institute.

PETERBORO'.

Evans Academy.

PHELPS.

Phelps Union and Classical School.

PIKE.

Pike Seminary.

New York.**PLATTSBURGH.**

Young Ladies' Boarding School and Academy (D'Youville Convent).

POMPEY.

Pompey Academy.

PORT CHESTER.

Portchester Commercial, Collegiate, and Military Institute.—Portchester is pleasantly situated on Long Island Sound, twenty-five miles from New York City, and is in frequent daily communication with it, by the New Haven and Hartford Railroad. It is noted for its healthfulness, its pleasant surroundings, and its beautiful scenery.

The buildings of the Institute are ample for the accommodation of twenty-five boarding pupils. The entire building is heated by steam, lighted by gas, and furnished with bath and wash-rooms of modern appointment. In these respects the building is second to none in the country.

The course of study in the institute is liberal and designed to qualify the pupil for his entrance in any of the business pursuits of life, or for his admission into College, the Naval Academy, or West Point.

The Principal has had twenty-one years' experience in his profession. He will be the companion of those entrusted to his care that he may be their constant mentor in their studies, in their recreations, and in the home circle, and thus avail himself of every opportunity, as it arises, for their improvement. He is assisted by a liberal number of Professors, gentlemen of excellence and ability in their respective departments.

The grounds comprise four and a half acres. They contain a gymnasium, ball and croquet grounds. They are tastefully laid out and abound in a variety of fruit and shade trees, and shrubbery.

Provisions for physical development have been made with unusual care, the necessity of a sound body for a sound mind being fully appreciated. The military drill, the gymnasium, the play-ground, and boating and bathing in their seasons are the accessories to this object.

Reports of the progress of the pupil are sent to parents and guardians at the close of every second month, and of their examination and standing in their studies at the close of the year.

Reference may be made to the Rt. Rev. Horatio Potter, D.D., LL.D., D.C.L., New York City, the Rev. Joseph H. Rylance, D.D., New York City, the Rev. Brockholst Morgan, Portchester, N. Y., the Hon. William E. Curtis, New York City, Thomas McMullen, Esq., New York City, and others.

Terms reasonable. For these and further particulars, address O. WINTHROP STARR, A. M., Principal, PORTCHESTER, N. Y.

Select School (Miss THORN).

Select School (Misses VAUGHAN).

POTSDAM.

State Normal and Training School.

POUGHKEEPSIE.

Bishop's Select School for Boys.

Mrs. Bockée's Seminary.

Brooks Seminary for Young Ladies re-opens September 19th. Address EDWARD WHITE, Principal, POUGHKEEPSIE, N. Y.

Miss Sarah V. H. Butler's Boarding and Day School.

Cook's Collegiate Institute for Girls. Address for information, G. W. COOK, Ph. D., POUGHKEEPSIE, N. Y.

Eastman's Business College.
Pelham Institute.

Poughkeepsie Female Academy.—This Institution, located in the beautiful city of Poughkeepsie, on the banks, and amid the enchanting scenery of the Hudson, is midway between New York and Albany.

For ease of access, by railroad and steamboat; for healthfulness of climate, both in summer and winter; for literary and refined society, and numerous educational, moral, and religious institutions, the location is unsurpassed in this country.

New York.

The buildings are ample and commodious. The rooms are large, well ventilated, lighted by gas, and furnished with regard to taste, convenience and comfort. In the Laboratory is an extensive Philosophical and Chemical apparatus. A spacious Gymnasium, properly furnished, is connected with the other buildings.

The instruction, in every department, is systematic and thorough. The Principal is assisted by Mrs. Wright, as Matron, and by accomplished and experienced Teachers. The Rector gives familiar lectures on moral and religious subjects; also, the duties and habits of daily life for the development of a strong and vigorous physical system. During the year Lectures are given by others on literary and scientific subjects. The Bible is the basis of all moral and religious culture, and by it pupils are taught to form those principles which are essential to the *accomplished woman*.

Languages.—An accomplished English education, as it is of the first importance, is here given the preference; but, when pupils are sufficiently advanced, they are urged to enrich their minds with the treasures of the Latin tongue; also, the German and French. The latter is in charge of a French gentleman of rare accomplishments and many years' experience, who not only devotes the most of his time to the pupils in the class-room, but meets them daily at table and in social intercourse. German is also taught by a gentleman thoroughly qualified for the place.

Music.—In this Department, both instrumental and vocal,—as in every other,—there is nothing superficial, the aim being to impart a thorough knowledge of the science. A study of the old masters, as well as the most classical composers of modern times, is continually inculcated upon the more advanced pupils for the development of a scholarly taste.

Course of Study.—The course of study is arranged in two Departments: Academic and Collegiate; the former preparatory for the latter, which is designed for four years, including Modern and Ancient History, Rhetoric, the Higher Mathematics, Natural Sciences, Mental and Moral Philosophy, Logic, English Literature, Kames' Elements of Criticism, Butler's Analogy, the Fine Arts, and the Literature of the French, German, and Latin Languages. The completion of this Course, or its equivalent, entitles the student to a Diploma.

In both the Academic and Collegiate Departments much attention is given to Composition, Elocution, and Penmanship.

Parents desirous of having their daughters enter the Collegiate Department of *Vassar College* will here find every facility for a thorough preparation. Reference is made to President Raymond respecting the qualifications of those who have gone to that institution from the Academy.

Domestic Department.—Careful attention is paid by Mrs. Wright to the health of pupils; and, as Matron, she endeavors to act a mother's part towards those entrusted to her care. The table is always plentifully supplied with the best the market affords; and every effort is made to make this not only a first-class school, but also a pleasant, happy home for girls while being trained for life's work.

Government is parental. The manners and habits of pupils are vigilantly supervised by all who have charge of either Academic or Domestic Departments. A conscientious regard for right is cherished in the minds of the pupils; each one reporting daily her observance of the rules.

Unnecessary Expenses.—A large part of the expenses of many young ladies at school is entirely unnecessary, and, what is worse, decidedly detrimental both to themselves and their mates, and a source of great trouble to their teachers. As to dress, we would have our pupils "adorn themselves with modest apparel," not with "gold or pearls, or costly array." Let the whole school outfit be characterized

New York.

by simplicity, freedom, comfort, and perfect neatness. Good taste requires this; health and the interests of the institution require it.

For terms, references, etc., address the Rector, D. G. WRIGHT, 12 Cannon Street, Poughkeepsie, N. Y. Poughkeepsie Military Institute.

Riverview Academy. School and home for boys. See Prospectus. Address OTIS BISBEE, A. M., Principal, Poughkeepsie, N. Y.

St. Peter's Academy.
Vassar College.

PRATTSBURG.
Franklin Academy.

PULASKI.
Pulaski Academy.

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Locust Grove Select School.

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Chamberlain Institute.—Well endowed, thorough pleasant, and home-like. For Catalogues, address J. T. EDWARDS, D.D., Principal, RANDOLPH, N. Y.

RED CREEK.
Red Creek Union Seminary.

RHINEBECK.
De Garmo Institute.

ROCHESTER.
Female Academy of the Sacred Heart.
Livingston Park Seminary.
Nazareth Academy.
Rochester Business University.
Rochester Female Academy (Mrs. SARAH J. NICHOLLS).

Rochester Realschule (HERMANN PFAEFFLIN).
Rochester Theological Seminary.

St. Mark's School.
St. Patrick's Preparatory Seminary.
University of Rochester.

ROME.
St. Peter's Academy, under the direction of the Sisters of the Most Holy Names of Jesus and Mary. This institution has one of the most beautiful and picturesque sites in this section. The grounds are tastefully laid out and offer every inducement for out-door exercise. Every landable incentive to study is employed and the utmost care is paid to the moral and intellectual education of the pupils as well as to ease, grace and amiability of deportment, habits of neatness, and economy.

The course of study pursued embraces the English and French languages with all useful and ornamental branches taught to young ladies. The Academic year consists of two sessions: the first beginning the first Monday in September; the second, the first Monday in February. New pupils received at any period and charged from date of entrance. French and every style of Plain and Fancy Needle-work taught without charge.

For further particulars, apply to MOTHER-SUPERIOR, St. Peter's Academy, ROME, N. Y.

RONDOUT.
Academy of Our Lady of Lourdes.
St. Mary's Academy.

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Boarding and Day School for Young Ladies (Miss CAROLINE WILSON).

Park Institute.—For Boys. Re-opens September 11th. Fifteen acceptable boys are admitted to reside with the Principal. Terms: \$500.00 a year. Address HENRY TATLOCK, A. M., Principal, RYE, N. Y.

Rye Female Seminary.—A Boarding and Day School for Young Ladies.

The location, from its convenience to New York City by New Haven Railroad, is unsurpassed. The buildings are well furnished; the grounds are ample, tastefully arranged, within three hundred yards of railroad depot, and elevated, affording a view of the

New York.

Sound. The beautiful walks and drives, the delightful scenery, and the refined social character of the inhabitants, are among the attractive features of the place.

The Course of Study is liberal and thorough; none but experienced and efficient teachers are employed in the several departments. Strict attention is given to the moral and religious culture of the young ladies. Religious truth is inculcated without sectarian bearing. The social intercourse between pupils and teachers is sought to be based on mutual confidence, and is only limited and regulated by such rules as are observed in cultivated families. The heart is aimed to be cultivated as well as the manners, so that the latter may but express the kind feelings of the former. The usages of refined society are carefully observed.

Ample opportunities are afforded for exercising in the open air, which is encouraged and facilitated by large and attractive grounds, handsomely laid out in garden and lawn, ornamented by shrubbery, sufficiently shaded by trees of various kinds, and surrounded and intersected by walks and drives. There are large and well-arranged croquet-grounds, so as to be inviting to those who may wish to entertain themselves with this species of recreation.

Frequent reviews and examinations occur during the course, from which no pupil is excused, except in case of sickness. Certificates of proficiency are granted to those who have pursued their studies to the satisfaction of their teachers, and diplomas are awarded to those who have completed the full course.

The school-year consists of forty weeks, commencing September 16. Board and tuition in English branches, per annum, \$350.00. Latin, French, German, Spanish, Italian, Drawing, Painting, Music, etc., extra. Address Mrs. S. J. LIFE, Principal, RYE, N. Y.

SALEM.

Washington Academy.

SARATOGA SPRINGS.

Temple Grove Ladies' Seminary.—All departments are on a liberal scale. Whole expense of board and tuition in all studies of the Graduating Course, including Latin, \$280.00 a year. Send for Catalogue, to CHARLES F. DOWD, A. M., Principal, SARATOGA SPRINGS, N. Y.

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Saugerties Institute.

SCHENECTADY.

St. John's Academy.

Union Classical Institute.

Union College.

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Home School.—A pleasant Home School for Girls under the direction of an experienced teacher may be found by addressing the Principal, Miss MARY LYON, SEA CLIFF, Queens Co., N. Y.

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Mt. Pleasant Military Academy.

Ossining Institute for Young Ladies.

St. John's School.

Vireum School for Boys.

SODUS.

Sodus Academy.

SOUTH DANSVILLE.

Rogersville Union Seminary.

SOUTHOLD.

Southold Academy.

SPRINGVILLE.

Griffith Institute and Springville Union School.

SUFFERN.

Mountain Institute.

SUSPENSION BRIDGE.

De Veaux College.—Prepares for the Universities, etc. Terms, \$400.00 per annum. Twenty Foundation Scholarships. Address Rev. GEO. HERBERT PATTERSON, President, SUSPENSION BRIDGE, N. Y.

New York.

Seminary of Our Lady of Angels.

SYRACUSE.

Bryant and Stratton Business College and Telegraphic Institute.

College of Medicine (Medical Department, Syracuse University). The distinctive features of this school are a proper gradation in medical studies; laboratory work for the students of the first year; frequent clinical exercises for advanced students; a college year of sufficient length to admit of thorough preparation in all the branches taught and frequent recitations and examinations. The year embraces two terms of equal length, commencing on the first Thursday in October and ending on the last Wednesday in June. There is a vacation of two weeks between the terms. Address, for further information, Wm. T. PLANT, M. D., Registrar, SYRACUSE, N. Y.

Mrs. A. Hollister's Kindergarten.

Syracuse University.—This University alone, of all in New York, is open for both sexes. Three Colleges: Liberal Arts, Fine Arts, Medical. Send for Annual, to E. O. HAVEN, D. D., L. L. D., Chancellor, SYRACUSE, N. Y.

TARRYTOWN.

Miss Bulkley's Boarding and Day School for Young Ladies.

Home Institute.—An English and French Boarding and Day School. Tarrytown is situated twenty-five miles from New York in the most beautiful region on the Hudson River and has become one of the most elegant and attractive rural neighborhoods in America. The *Home Institute* is eligibly located on College Avenue, next to St. Mark's Episcopal Church. The secluded grounds afford ample room for the health and pleasure of the pupils. Special care is taken in all the sanitary regulations of the school. The rooms are well ventilated, thoroughly warmed, and furnished with regard to comfort and convenience. The table is always carefully and abundantly supplied. A portion of each day is set apart for out-door exercise.

The school combines the advantages of a first-class Literary Institution, with the well ordered proprieties of a Christian home. Since the number of boarders is limited, the individuality of the pupil is not lost. Each comes under the direct influence of the Principal, and particular care is given to culture, deportment, health, thorough systematic study, and orderly habits in all things. No pupil will be retained in the school who is persistently negligent of duty, or whose influence is plainly felt to be injurious.

The Course of Study is comprised in four Departments—Primary, Junior, Academic, and Collegiate. There is a special course for those who design to enter Vassar College, or prepare for the Harvard examinations.

Instruction in French is under the direction of an able and experienced native teacher, and the language is spoken at prescribed times by the pupils. Instrumental Music and Vocal Culture receive much attention. All pupils in music are expected to take part in frequent private rehearsals. Vocal Music in class is taught by a Professor, without extra charge.—The pupils are thoroughly instructed in the principles of Elocution by a competent teacher. Lectures on Philosophy, Chemistry, &c., are given during the year.

Pupils can enter at any time and will be charged from the date at which they enter to the end of the school year, unless otherwise provided by special agreement at the time of admission. A liberal discount made in favor of the daughters of clergymen of all denominations, also for two or more pupils from the same family. The school year commences on the Wednesday nearest the middle of September and continues till the fourth week in June. It is divided into four quarters of ten weeks each. Terms: for Boarding Scholars—Board and tuition, Primary and Junior Departments, each \$300.00 per annum; Academic and Collegiate Departments, each, \$325.00 per annum. For further information, address Miss M. W. METCALF, Principal, TARRYTOWN-ON-THE-HUDSON, N. Y.

New York.

Irving Institute.—Located at Tarrytown, on the Hudson River, within an hour's ride from New York. The buildings are eligibly situated on high ground, command charming views of the Hudson, and are sufficiently retired to be exempt from the unfavorable influence of town life. The sleeping apartments are light and cheerful, supplied with gas and well ventilated. The Assembly Room is spacious and airy, is furnished on the most approved plan, and is supplied with all needful apparatus to conduct the work of education. A Library and Reading Room, adjoining the parlors of the Institute, has been handsomely fitted up and liberally supplied with books and periodicals suited to the tastes and necessities of youth. The grounds are ample and attractive, well-shaded, and afford every facility for out-door recreation.

The object of the school is to prepare boys for business or college. The instruction is designed to be thorough. The Principal has had a wide experience in the work of education in this and other institutions, and will spare no pains to make the progress of the pupils under his charge a real one. Students on admission are examined and classed according to their abilities and attainments. To insure the highest culture, frequent lectures on instructive subjects are given to the school, and a special course, illustrated with experiments, on Chemistry and Natural Philosophy.

The school is limited in number, with a view both to maintain its select character and to secure to the scholars that degree of personal care and attention which is not practicable in a large institution. The health of the pupils is regarded as of first importance and the aim constantly is to combine study and recreation, mental labor, and physical exercise. By gymnastic exercises, properly and judiciously conducted, all the best results of the military drill are secured, without any of its evils.

The school year consists of one session, commencing on the second Tuesday in September and ending on the third Friday in June. There are two intermissions, one at Christmas and the other at Easter. There are two courses of instruction, a Classical and a Commercial Course, designed respectively to prepare for college or business. Those pupils, who are not sufficiently advanced to enter upon either course will be assigned to preparatory studies.

Terms: For board, tuition, and necessary expenses, per annum, \$500.00; Instruction on the Piano, or other instrument, or in vocal culture, per half-session, \$40.00; Drawing, or Painting, \$20.00. Tuition of Day Scholars, per annum, \$100.00. Address for catalogues and all desired information, A. ARMAGNAC, A. M., Principal, TARRYTOWN-ON-THE-HUDSON, N. Y.

Jackson Military Institute.—The plan of this school is framed with judicious reference to the best culture of the pupils, imparting to them a thorough preparation for business, or admission to college, to the West Point Military Academy, or to the Naval Academy at Annapolis. The locality is especially free from temptations and is one which, in all respects, is most desirable for a Boarding-School. The Buildings and Grounds are ample, well-shaded, attractive, and home-like. The School Rooms are commodious, well ventilated, and supplied with furniture of the latest style, adapted to the greatest comfort and health of the pupils.

After more than twenty-five years of personal experience in school management, the Principal cherishes an abiding faith in the doctrine that the perfection of discipline consists in the union of *kindness, decision, and firmness*. Corporal punishment is never allowed. Rather than resort to such extreme, not to say doubtful, measures, the incorrigible offender will be restored to his parents. Due attention is given to physical training. To secure the best development in this direction, those methods are adopted which unite Recreation with Exercises, including gymnastics and the *Military Drill*. The military feature made, not the end, but the means to a higher end, as it exists in this and other similar institutions, has proved its

New York.

great utility as an element in the system of education. *It is enough to say—what experience confirms—that without any evils, it has, among others, the following important advantages:* (1) *It is regular and systematic.* (2) *It produces the best muscular development.* (3) *It gives an erect, manly, and graceful bearing.* (4) *It promotes neatness of person and of dress.* (5) *It fosters gentlemanly deportment.* (6) *It secures ready obedience to proper authority.* (7) *It teaches order, self-control, promptness, and exactness, all of which are essential elements of success in any department of business or professional life.*

The Business Department is designed to meet the wants of those who may desire to devote their attention exclusively to those branches deemed essential in preparation for commercial pursuits. Special provision is made for those who desire to fit themselves for employment in the attractive and ever-widening field of Telegraphy. Pupils will be thoroughly instructed, theoretically and practically, making them masters of Telegraphy, both as a Science and an Art.

Terms: For board, ordinary washing and mending, bed and bedding, fuel, gas, and tuition in all the English Branches, the Classics, and Modern Languages, per School-Year, \$450.00.

For all desired information, catalogues, &c., address Rev. F. J. JACKSON, A. M., Principal, TARRYTOWN-ON-THE-HUDSON, N. Y.

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Ticonderoga Union Free School.

TIVOLI-ON-THE-HUDSON.

Trinity School.—Healthful location; home comforts; thorough training; assiduous care of health, manners, and morals; bad boys excluded. For catalogues, address the Rev. JAMES STARR CLARKE, Rector, TIVOLI-ON-THE-HUDSON, N. Y.

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St. Joseph's Provincial Seminary.

St. Joseph's Select School.

St. Peter's Select School.

Troy Academy.

Troy Business College.

Troy Female Seminary.

TRUMANSBURG.

Trumansburg Academy.

UNADILLA.

Unadilla Academy.

UNION SPRINGS.

Howland School.

Oakwood Seminary.

UNIONVILLE.

Family School for Boys. Twelfth year begins September 11th. Address S. S. HARTWELL, M. A., UNIONVILLE, Orange Co., N. Y.

UTICA.

Academy of the Assumption.

Mrs. Piatt's School for Young Ladies. Fall Term begins September 18th. Address Mrs. JULIA C. G. PIATT, Principal, UTICA, N. Y.

Utica Business College.

WALTON.

Walton Academy and Union School.

WALWORTH.

Walworth Academy.

WARRENSBURGH.

Warrensburgh Academy.

WARSAW.

Warsaw Union School.

WATERLOO.

Waterloo Union School (Academic Department).

WELLSVILLE.

Convent of Mercy.

Riverside Seminary.—Open from January 15th to September 1st for boarders from the city or elsewhere. Address Rev. A. W. CUMMINGS, D. D., Principal, WELLSVILLE, N. Y.

New York.

WESTCHESTER (Throgg's Neck).
Boarding School for Boys (B. T. HARRINGTON).

WEST NEW BRIGHTON (Staten Island).
Kindergarten of Seamen's Orphan Asylum.

WEST POINT.
U. S. Military Academy.

WEST TROY.
St. Patrick's Convent of Mercy.

WEST WINFIELD.
West Winfield Academy.

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Alexander Institute. A Military Boarding School, situated in a retired part of the pleasant village of White Plains, Westchester County, New York, 23 miles from the City by Harlem Railroad. Express trains reach White Plains from Grand Central Depot in 40 minutes. The village is proverbially healthful. It is situated upon high ground, and is free from chills and fever, and all kindred diseases.

Boys are prepared for business or fitted for college. For fuller information, apply to O. R. WILLIS, A. M., Ph. D., Principal, WHITE PLAINS, N. Y.

Miss Harris' Home School for Girls.—This institution offers the advantages of a quiet, healthful home, and proper domestic influences, with careful training in the elements of a sound Christian education. The location is in a pleasant and retired portion of the village of White Plains, twenty-three miles from New York City, with which there is direct and frequent communication by means of the Harlem Railroad. The situation is healthy and free from malarial and kindred diseases, on elevated ground, only some six miles from tide-water, and 270 feet above the level of the sea.

The discipline of the school is mild but firm and it is the constant endeavor of the Principal to render it not in name only, but in reality, a *home* for the pupils committed to her care, and to that end all the rules of the school tend. The building is thoroughly warmed and ventilated, and the rooms all present a cleanly, quiet, and home-like aspect. Great care is taken that the moral influences of the school shall be such as will improve and elevate the characters of the pupils. Thoroughness is the motto of every department and careful attention is given that the fundamental principles shall be correctly and accurately mastered in every branch of study. Pupils on entering school will be assigned to the department for which they are qualified and promoted as they are prepared for such advancement.

The course of study embraces the usual English branches and Latin.

Music, Drawing, French, &c., if desired.

School year begins on the second Wednesday in September. Pupils are admitted at any time, and charged from date of entrance.

Terms:

For Board, Washing and Tuition, payable semi-annually in advance, \$200.00 to \$250.00, per annum.

Day Pupils, 40.00 to 60.00, "
Music, 60.00, "
French, 20.00, "
Drawing, 8.00, "

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White Plains Seminary.
Select School for Boys (Chas. Tibbets).

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Whitestown Seminary.

WYOMING.
Middlebury Academy.

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The Rev. M. R. Hooper's Academy for Boys,—Boys fitted for any college or scientific school, or for business.

No graduate of this Academy has ever been rejected or admission to a college or scientific school.

New York.

Four boys received as boarders; their studies supervised solely by the Principal.

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Benj. Mason's Boarding School for Boys.
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Ravenscroft School.

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Belvidere Academy.

CARY.
Cary Female Seminary.

CEDAR GROVE.
Hughes's Academy.

CHAPEL HILL.
University of North Carolina.

CHARLOTTE.
Biddle University.
Charlotte Institute for Young Ladies.

CONCORD.
Scotia Seminary.

DAVIDSON COLLEGE, Mecklenburg Co.
Davidson College.

DENVER.
Rock Spring Seminary.

EAST BEND.
East Bend Academy.

GRAHAM.
Graham High School.

GREENSBORO'.
Bennett Seminary.
Greensboro' Female College.

HAPPY HOME.
Rutherford College.

HAYESVILLE.
Hicksville High School.

HILLSBORO'.
Hillsboro' Military Academy.

KERNERSVILLE.
Kernersville Academy and Greensboro' District Conference School.
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LINCOLNTON.
Lincoln Academy.

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Ellendale Teachers' Institute.

LOUISBURG.
Louisburg Female College.

MEBANESVILLE, Alamance Co.
Bingham School.

MONROE.
Monroe High School.

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Mt. Pleasant Female Seminary.
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Chowan Baptist Female Institute.
Wesleyan Female College.

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New Garden Boarding School.

NEWTON.
Catawba High School.

OXFORD.
Orphan Asylum.

North Carolina.

PITTSBORO'.
Locust Hill Seminary.

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Johnson Normal School.
Lavejoy Academy.
Peace Institute.
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St. Mary's School.
Shaw University.
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Reynoldson Male Institute.

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Buckhorn Academy.

SALEM.
Salem Female Academy.

SNOW CAMP.
Sylvan Academy.

STATESVILLE.
Simonton Female College.

THOMASVILLE.
Thomasville Female College.

TRINITY.
Trinity College.

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Wake Forest College.

WEAVERVILLE.
Weaverville College.

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Williston Academy.

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Wilson College.

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Yadkin College.

YADKINVILLE.
Yadkinville School.

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Akron Business College.
Bachtel College.

ALBANY.
Albany Enterprise Academy.

ASHLEY.
Alum Creek Academy.

ATHENS.
Ohio University.

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Grand River Institute.

BARTLETT.
Bartlett Academy.

BEREA.
Baldwin University.
German Wallace College.

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Randall Academy.

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Beverly Academy.

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Ohio Normal School.

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Canton Collegiate Institute.

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St. Charles Borromeo Theological Seminary.

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Chickering Institute.
Cincinnati College of Medicine and Surgery.
Cincinnati College of Pharmacy.
Cincinnati Normal School.
Kindergarten of Cincinnati Wesleyan College (Miss MELICK).
Eclectic Medical Institute.
Miss Helen Goodman's Kindergarten.
Hebrew Union College.
Hughes High School.
Lane Theological Seminary.
Law School of the Cincinnati College.
Literary Institute of the Sisters of Notre Dame.
Medical College of Ohio.

Miami Medical College of Cincinnati. — Next Session will commence October 3rd, 1878. Professor's ticket, \$40.00. For Circulars, address JOHN A. MURPHY, M. D., Dean, 163 West 7th Street, CINCINNATI, O.

Mt. St. Mary's Seminary of the West.
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Nelson's Business College (Cedar Grove).
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Brooks School Kindergarten.
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Cleveland City Normal School.
Cleveland Female Seminary.
Cleveland Medical College (Western Reserve College).
Franciscan Collegiate Institute.
Homoeopathic Hospital College.

Medical Department of the University of Wooster, located at Cleveland. The fourteenth annual course of Lectures will begin Wednesday, October 3rd, 1878. Medical and Surgical Clinics Monday, Tuesday, Thursday, and Friday of each week at Charity Hospital. The summer course of Recitations and Clinics begins April 2d, 1878, and continues twelve weeks. For circular and catalogue, address H. W. KITCHEN, M. D., Secretary, 3 Euclid Ave., CLEVELAND, O.

St. Mary's Theological Seminary.
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Ursuline Academy. This institution is chartered, and under the direction of the Ursuline Sisters. It affords every advantage for a refined and solid education. Board and tuition, per annum, \$180.00. Special terms for two or more members of one family. Address the MOTHER-SUPERIOR, Ursuline Academy, CLEVELAND, O.

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Capital University.
Columbus Business College.
Columbus Medical College.
German Lutheran Seminary.
Ohio Agricultural and Mechanical College.

Ohio.

St. Aloysius' Seminary.
St. Joseph's Academy.
St. Mary's of the Springs Academy.

Starling Medical College.—The Thirty-first Session of Starling Medical College will commence October 4th, 1878, and continue until March 1879. It will be preceded by a preliminary course beginning September 1st, 1878. Extensive additions have recently been made to the Museum and other teaching facilities of the College. Letters of inquiry should be addressed to PROF. FRANCIS CARTER, Dean, COLUMBUS, O.

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Cooper Academy.
Dayton Normal and Training School.
Miami Commercial College.
St. Mary's Institute.
Union Biblical Seminary.

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Ohio Wesleyan Female College.
Ohio Wesleyan University.

EUCLID.
Ursuline Convent and Academy.

EWINGTON.
Ewington Academy.

GALLIPOLIS.
Gallia Academy.

GAMBIER.
Harcourt Place Academy.
Kenyon College.
Minor Hall (Kenyon College Grammar School).
Theological Seminary of the Diocese of Ohio.

GERMANTOWN.
Germantown Institute.

GLENDALE.
Glendale Female College.

GOSHEN.
Goshen Seminary.

GRANVILLE.
Denison University.
Granville Female College.
Young Ladies' Institute (Rev. Dr. Shepardson).

HARLEM SPRINGS.
Harlem Springs College.

HARTFORD.
Hartford Academic Institute.

HARTWELL.
Hartwell Institute.

HILLSBORO'.
Highland Institute.
Hillsboro' Female College.

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Hiram College.—Founded in 1850; for both sexes. The Institution has taught more than 6000 students. Classical, Latin and Scientific, Scientific, and Ladies' Courses of Study. Preparatory instruction also given. Address REV. B. A. HINERDALE, A. M., President, HIRAM, Portage Co., O.

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Hopedale Normal School.

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Western Reserve College.

IBERIA.
Ohio Central College.

LEBANON.
National Normal School.

LEE.
Atwood Institute.

LEXINGTON.
Lexington Seminary.

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Lodi Academy.

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Ohio.

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Marietta College has graduated 40 classes. Address I. W. ANDREWS, President, MARIETTA, O.

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Normal School.

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Western Reserve Normal School.

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Morning Sun Academy.

MT. PERRY.
Madison Academy.

MT. UNION.
Mt. Union College.

NAZARETH (near Dayton).
St. Mary's Institute Boarding School.

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Franklin College.

NEW CONCORD.
Muskingum College.

NEW HAGERSTOWN.
New Hagerstown Academy.

NEW LEXINGTON.
St. Aloysius' Academy.

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New Lisbon Normal School. Summer session, commencing July 22nd, 1878 (for five weeks). *Instructors*, C. C. Davidson, G. W. Snyder, Prof. W. H. Morton, of Alliance. Different branches taken up as occasion may require. *Lecturers*, Hon. J. J. Burns, State Comm'r of Com. Schools, Revs. A. H. Elder, and R. M. Freshwater of New Lisbon. Tuition, \$5.00. Address C. C. DAVIDSON, NEW LISBON, O.

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Oberlin Business College.
Oberlin College.

ORWELL.
Orwell Normal Institute.

OXFORD.
Miami Classical and Scientific Training School.
Oxford Female College.

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Lake Erie Female Seminary for Young Women. Thirty miles east of Cleveland. Location healthy; building recently enlarged and improved. Incorporated 1859. Conducted on the Mt. Holyoke plan. Course of Study liberal and thorough. Special facilities for instruction in Anatomy and Physiology. Lectures by Professors of Western Reserve College and others, in Chemistry, History, and Literature. Courses in French and German. Board and tuition, with room heated and lighted, \$170.00. Instruction on Piano, including use of instrument, or private lessons in Vocal Music, extra. Entrance examinations, September 5th, 1878. For catalogue with full information, address MISS MARY A. EVANS, Principal, PAINESVILLE, O.

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Pierpont Central High School.

PLEASANTVILLE.
Southern Ohio Normal School.

POLAND.
Poland Union Seminary.

PORTSMOUTH.
Portsmouth Young Ladies' Seminary.

READING.
Mt. Notre Dame Young Ladies' Boarding School.

REPUBLIC.
Republic Normal School.

SAGO.
McCorkle College.

ST. MARTIN'S.
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Savannah Academy.

SCIO.
One Study University.

SEVEN MILES.
Starr's Institute.

SMITHVILLE.
Smithville High School.

SOUTH SALEM.
Salem Academy.

SPRINGBORO'.
Miami Valley College.

SPRINGFIELD.
Springfield Seminary.

Van Sickle's Business College.—This Institution, located at a great railway and manufacturing center, (Springfield, Ohio) affords superior advantages for a thorough, practical business education, while its course of instruction is a necessity in every pursuit of life. Address J. W. VAN SICKLE, A. M., M. D., Principal, SPRINGFIELD, O.

Wittenberg College.

STEUBENVILLE.
Stebenville Female Seminary.

TIFFIN.
Heidelberg College.
Heidelberg Theological Seminary.

Ursuline Academy.—This Institution is directed by the Ursuline Sisters. It offers every facility for a refined and solid education. Board and tuition, per year, \$150.00. Address SISTER IGNATIA, Sister-Superior, TIFFIN, O.

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Academy of the Sacred Heart.—One of the most attractive Convent Homes in Canada. The system of education, embracing every branch of polite and useful information, is the same as that adopted in all the houses of the Sacred Heart, both in Europe and America.

Board and tuition in English and French, \$75.00 per session of five months. For further particulars, address The SUPERIOR, 422 Dundas Street, LONDON, ONT.

NIAGARA FALLS.

Academy of Our Lady of the Blessed Sacrament.

Loretto Convent.—Two medals for general proficiency in the different courses will be presented by His Excellency, the Governor-General of Canada. Board and tuition per year, \$150.00. For further information and prospectus, address LADY-SUPERIOR, Loretto Convent, NIAGARA FALLS, ONT.

OTTAWA.

College of Ottawa.—This Chartered College, directed by the Oblate Fathers of Mary Immaculate, is situated in a most healthy locality of the capital, and commands a magnificent view of the Ottawa, Gatineau, and Rideau Valleys. The play-grounds are vast, the city water-works supply pure, fresh water and the heating system employed is of the best kind. Its Civil Engineering course deserves special recommendation.

Particular attention is given to the course of Religious Instruction, which is graded so as to suit the respective intellectual development of the students. The classics and the various branches of science and commerce are taught in English. French is also carefully attended to. The degrees of "B. A." and of "M. A." are conferred on deserving candidates.

Tuition and Board, Doctor's Fees, Washing and Mending, Bed and Bedding, per annum, \$165.00. Drawing, Vocal Music, and use of Library entail no extra charge. All charges are payable half-yearly, in advance, and in gold. The annual vacation begins on the last Wednesday of June and ends on the first Wednesday of September.

For further information, consult the "Prospectus and Course of Studies", which will be immediately forwarded on application to, Rev. J. H. TABARET, O. M. I., President, OTTAWA, CANADA.

Young Ladies' Literary Institute.—Board and tuition (French and English), \$100.00 per annum. Extras moderate. Address The LADY-SUPERIOR, Rideau Street, OTTAWA, CANADA.

PETERBORO'.

Convent of the Congregation.

PORT PERRY.

The Port Perry High School offers to students the following advantages: A large and well-organized Upper School for first-class teachers and for students reading for University honors; a special Department for second-class teachers; careful instruction in all

Ontario.

the subjects required to pass the various Examinations; free tuition.

From the high and uniform success of this School at the Intermediate Examinations, it is believed that in thoroughness of teaching and in general efficiency, it is, at present, unsurpassed by any school or institute in the Province.

For additional information, apply to D. McBRIDE, B. A., Headmaster, PORT PERRY, ONTARIO.

SANDWICH.

Assumption College.

SARNIA, Lambton Co.

Our Lady of Huron Academy.

TORONTO.

Convent of St. Joseph.—Boarding School for Young Ladies. The course of instruction embraces all the higher branches of English, also the French, German, and Italian Languages; Harp, Piano, Organ, and Guitar; vocal music; Drawing and Painting, Embroidery, Lace Work, Bayeux Tapestry-Work, etc. Special attention is paid to the physical culture of the pupils. Charges for board and tuition in English and French, \$125.00 per annum. Address Rev. MOTHER DE CHANTAL, Superioress, Convent of St. Joseph, TORONTO, ONT.

De la Salle Institute.

Nuns of Loretto Boarding School.

St. Michael's College.

WILLIAMSTOWN, Glengarry Co.

Convent of the Congregation.

WINDSOR.

St. Mary's Academy.

PRINCE EDWARD ISLAND.

CHARLOTTETOWN.

Convent and Academy of the Congregation of Notre Dame.

St. Dunstan's College.

QUEBEC.

BELOEIL, Verchères Co.

Convent of the Holy Names of Jesus and Mary.

CHAMPLAIN.

Convent of the Sisters of the Good Shepherd.

CHICOUTIMI.

Seminary of Chicoutimi.

COATICOOK.

Presentation Convent.

COTE-DES-NEIGES (near Montreal).

College of Notre Dame.—This Institution directed by the Order of the Holy Cross, occupies one of the most beautiful and salubrious sites in Canada. It was founded for giving a Christian education to boys between the ages of five and twelve years. They receive here all the care and attention to which they are accustomed in their homes. The French and English Languages are taught with equal care by native masters. Board and tuition, per month, \$10.00. Address Rev. J. GASTINEAU, C. S. C., President, COTE-DES-NEIGES (near Montreal), P. Q.

DRUMMONDVILLE, Drummond Co.

Convent of the Sisters of Presentation.

FARNHAM, Missisquoi Co

Presentation Convent.

GENTILLY, Nicolet Co.

Convent of the Sisters of the Assumption.

JOLIETTE.

College of Joliette.

LA BAIE DU FERVRES, Yamaska Co.

Convent of the Sisters of the Assumption.

LAVAL, Montmorency Co.

Laval Normal School.

L'université Laval.

LEVIS.

Collège de Lévis.

Quebec.

MONTREAL.
Collège de l'Assomption.
College of Montreal.
Grand Seminary.

Institution for Female Deaf-Mutes.—Conducted by the Sisters of Charity. Situated in one of the finest and most healthful parts of Montreal. The course of instruction comprises English and French "Articulation" in both languages, Drawing, plain and fancy Needle-work, the making of Artificial Flowers, Domestic Economy, etc. For terms address Sister **LEDEPHONNE**, Superior, Upper St. Denis Street, MONTREAL, P. Q.

Mrs. Lovell's Young Ladies' Class.—The plan adopted by Mrs. Lovell aims to unite the advantages of sound literary training with the pleasures and safeguards of home.

The regular course of study embraces History, English Literature, Composition, Rhetoric, Mathematics, reading aloud from British Classics and other standard works, and Vocal Music. Extra course includes the French and German Languages and Instrumental Music.

Music receives special attention, supplemented by weekly rehearsals at which the pupils are called upon to perform. These rehearsals secure the double object of arousing a spirit of emulation in the Class, and overcoming the nervousness to which many are subject when called upon to perform outside their immediate family circle.

While sectarianism is studiously avoided, the Bible is made the standard and guide in morals and government of the Class, and every effort is made to impress upon pupils a full sense of their duties and responsibilities as Christian women.

Pupils may enter at any time. Charges from date of entry. A few boarders can be accommodated. Circulars with terms, furnished on application. The best references given. Address **Mrs. LOVELL**, Principal, 1283 St. Catharine Street, MONTREAL, P. Q.
Normal School Jacques Cartier.
St. Ignatius' Industrial and Select School.

St. Mary's College, conducted by the Jesuit Fathers. Opened 1848; incorporated 1852.

The course of studies, in which religious instruction holds the first rank, is divided into two sections—the Classical and the Commercial; the first is taught principally in French, the second in English. The system of education is paternal, uniting kindness with firmness, using persuasion rather than severity.

The collegiate year is of ten months, extending from the first week in September to the first week of July. For terms, etc., address the Rev. F. CAZEAU, S. J., Rector, St. Mary's College, MONTREAL, P. Q.

Séminaire de St. Sulpice.
Seminary of Philosophy.
Collège et Petit Séminaire de St. Thérèse.

NICOLET, Nicolet Co.
Convent of the Sisters of the Assumption.
Seminary of Nicolet.

QUEBEC.
Seminary of Quebec.

The Ursuline Convent of Quebec.—Select School for Young Ladies. Course of studies, French and English.

Board, tuition, Music (Piano), and Drawing, \$10.00 per month. Oil-painting, wax-work, etc., harp, guitar, etc., and foreign languages subject to extra charges.

Address for all information, **SISTER ST. GEORGE**, Superioress, QUEBEC, P. Q.

RIGAUD, Vaudreuil Co.
Collège Bourget.

RIPOUSKI.

Seminary of St. Germain of Rimouski.

RIVIERE-DU-LOUP, St. Maurice Co.
Convent of the Sisters of the Assumption.

Quebec.

ST. AIME, Richelieu Co.
Academy of St. Aimé.
Presentation Convent.

ST. ALEXANDRE, Iberville Co.
Presentation Convent.

STE. ANNE DE LAPERADE, Champlain Co.
Convent of the Sisters of the Congregation.

ST. ATHANASE.
Convent of the Congregation N. D.

ST. CELESTIN, Nicolet Co.
Convent of the Sisters of the Assumption.

ST. CESAIRE, Rouville Co.

College of St. Cesaire.—Founded 1869. This Institution combines the advantages of a Christian education with those of a Commercial Course, as is fully testified by the position now occupied by its Alumni, and the continued patronage of the public in general.

Board and tuition, per session of ten months, \$110.00. Piano, Violin, German, etc., extra. Address the Rev. M. A. LEMAY, President, ST. CESAIRE, Rouville Co., P. Q.

Presentation Convent.

ST. CHRISTOPHE, near Arthabaskaville.
Convent of the Sisters of the Congregation.

ST. DENIS, St. Hyacinthe Co.
Convent of the Congregation N. D.

ST. FRANCOIS DU LAC, Yamaska Co.
Convent of the Sisters of Charity.

ST. GEORGE, Beauce Co.
Presentation Convent.

ST. GREGOIRE, Nicolet Co.
Convent of the Sisters of the Assumption.

ST. HILAIRE, Rouville Co.
Convent of the Holy Names of Jesus and Mary.

ST. HUGUES, Bagot Co.
Presentation Convent.

ST. HYACINTHE, St. Hyacinthe Co.
Academy Girouard.

Convent of the Presentation of Mary.
Loretto Convent.

Seminary of St. Hyacinthe.

ST. JOSEPH DE LEVIS.
Academy of St. Joseph de Lévis.

ST. LAURENT.

Academy of Our Lady of Angels, under the direction of the Sisters Marianites of the Holy Cross.

This Institution is situated in a healthy and agreeable locality about six miles north of Montreal. The course of instruction offers all the advantages of a complete elementary and superior education in both the English and French languages.

Terms for scholastic year: Board, tuition in English and in French, Washing, Use of bed and bedding, \$120.00. Tuition on the Piano, \$25.00; German, \$20.00; Drawing, 20.00; Fancy Work, \$10.00. Entrance fee to Library, per annum, \$4.00. Payments quarterly in advance, in bankable money. Pupils are received at any time, and charged from date of entrance. For particulars, address **LADY-SUPERIOR**, ST. LAURENT (near Montreal), P. Q.

St. Laurent College, conducted by the Fathers of the Holy Cross. Classical, Commercial, English, and French. The only classical course in English in Lower Canada.

Terms: Board, \$10.00 a month; tuition, \$2.00 per month. Address the Rev. L. GEOFFRION, P.R., C.S.C., President, ST. LAURENT (near Montreal), P. Q.

ST. LIGUORI, Montcalm Co.
Academy of St. Joseph.

STE. MARIE DE MONNOIR, Rouville Co.
College Monnoir.
Presentation Convent St. Marie.

Quebec.

ST. MARTIN, Laval Co.
St. Michael's Academy.
STE. MONIQUE.
Convent of the Sisters of the Assumption.
ST. OURS, Richelieu Co.
Presentation Convent.
ST. PAULIN, Maskinongé Co.,
Convent of the Sisters of the Assumption.
STE. SCHOLASTIQUE, Two Mountains Co.
St. Gabriel's Academy.
STE. URSULE, Maskinongé Co.
Convent of the Sisters of Charity.
SHERBROOKE, Sherbrooke Co.
Convent of the Congregation N. D.
St. Charles' Seminary.
SOREL, Richelieu Co.
Collège du Sacre-Coeur.
Convent of the Congregation N. D.

Quebec.

THREE RIVERS.
Ursuline Academy.—Established 1697. A thorough graduate course for Young Ladies. Terms: Board, tuition in French and English, Washing and Bedding for scholastic year, \$90.00. Music, Drawing, etc., form extra charges. Address MOTHER-SUPERIOR, Ursuline Academy, THREE RIVERS, P. Q.
Convent of the Sisters of Charity.
Seminary of Three Rivers.
VARENNES, Verchères Co.
Academy of Our Lady of the Sacred Heart
WEST FARNHAM, Missisquoi Co.
Commercial College of West Farnham.
YAMACHICHE, St. Maurice Co.
Convent of the Sisters of the Congregation.
YAMASKA, Yamaska Co.
Convent of the Sisters of the Assumption.

NOTE.

The foregoing list of *Educational Institutions* has been prepared for a twofold reason: (1) in order to present a correct and reliable enumeration of educational institutions, arranged geographically for convenience of reference, and (2) to enable the proprietors and principals of such establishments to present the claims of their schools to the public, in such words as they deem proper — an especial mention which, it is obvious, the editors, neither in the *Cyclopædia* nor the *Year-Book*, could be expected to make.

In the compilation of this list, the publisher has labored under several disadvantages, inasmuch as the plan here followed has not been fully understood by the great majority of the heads of educational institutions. On the other hand, it will be seen to what an extent the advantages here offered have been appreciated by many educators, as it is also evident that the information given in these pages enables parents and guardians to judge, by way of comparison, of the merits, specialties, expenses, etc., of certain institutions, without the necessity of writing for catalogues or circulars. It must be apparent that the low rate charged by the publisher for the space which the mention of each school occupies is inconsiderable when compared with the cost of advertising in the public press, while it is assuredly unnecessary to emphasize the fact that the permanent notice in the *Year-Book* — the only publication of its kind in the English language — is of far greater value than the customary means of announcement.

This feature of the *Year-Book of Education*, constantly developed to still greater perfection and usefulness, will be continued in every annual issue.

Previous to the preparation of a corrected list for incorporation in the *Year-Book of Education* for 1879, an earlier, revised issue of it will be published during the month of August next, and in time for the Fall Term announcements, under the title of *Steiger's Educational Directory for 1878*. It is the desire of the publisher to make this *Directory* as complete and reliable as possible; and he would, therefore, request the early communication of whatever errors or omissions may be discovered in the present list.

In connection with the announcement of this annual *Educational Directory* the publisher desires to call attention to the

Free Educational Bureau

which he has established for the convenience and accommodation of Teachers and Kindergartners desiring positions, Institutions needing Teachers, and Parents or Guardians seeking information respecting Institutions or Private Teachers, — without charging the customary fee.

All persons applying for positions, for assistants, or for information will be provided with the necessary blank forms; and the undersigned will endeavor to be of such service as opportunities and circumstances permit.

E. Steiger.

A
CLASSIFIED DESCRIPTIVE CATALOGUE
OF AMERICAN, BRITISH,
GERMAN, FRENCH, AND OTHER FOREIGN PUBLICATIONS ON
EDUCATION AND GENERAL PHILOLOGY;
TOGETHER WITH
WORKS OF REFERENCE, TEACHERS' HAND-BOOKS, &c.
— EXCLUSIVE OF TEXT-BOOKS —
COMPILED BY E. STEIGER.

CONTENTS:

EDUCATION.

1. BIBLIOGRAPHIC AND ENCYCLOPÆDIC WORKS, DICTIONARIES, COLLECTED WRITINGS, ANTHOLOGIES, WORKS OF REFERENCE, TEACHERS' HAND-BOOKS, YEAR-BOOKS, REPORTS, PROCEEDINGS. — 309
2. GENERAL EDUCATION.
 - A. The Science and Art of Education. Self-Education. — 317
 - B. Home Education. — 320
 - C. School Discipline. — 321
 - D. Miscellaneous Writings on Education. — 321
3. SPECIAL EDUCATION.
 - A. Anthropology. Ethnology. Psychology. Natural Science. Theology. Logic. Metaphysics. Ethics. Aesthetics. Poetry. Oratory. — 324
 - B. Physiology. Phrenology. Physical Education. Sex in Education. School Hygiene. Calisthenics. Gymnastics. — 330
 - C. Female Education. Needle-Work. — 332
 - D. Education of Orphans, Neglected and Feeble-minded Children. — 333
 - E. Education of the Blind. — 333
 - F. Education of the Deaf and Dumb. — 334
 - G. Kindergarten and Pre-primary Education. — 336
 - H. Primary Education and Object-Teaching. — 339
 - I. The Public School. Denominational Schools. — 341
 - K. The Intermediate School. The High School. The Commercial School. Technical Education. Military and Naval Schools. The Art School (Drawing, Music, etc.). — 341
 - L. The Normal School. Education of Teachers. Methods of Instruction. Teachers' Institutes. — 343
 - M. The College and the University. — 344
 - N. The Sunday-School. — 345
 - O. School Architecture and School Furniture. — 346
 - P. School Economy, Management, and Government. School-Supervision. Teachers' Aids. — 346
4. THE EDUCATIONAL SYSTEMS OF THE SEVERAL STATES AND COUNTRIES. SCHOOL LAWS. — 347
5. HISTORY OF EDUCATION.
 - A. History. — 349
 - B. Biography. Memoirs. — 350
- GENERAL PHILOLOGY.**

SCIENCE OF LANGUAGE, GENERAL AND COMPARATIVE. LITERATURE. CRITICISM. STYLE. — 351

INTRODUCTION.

In reference to the Catalogue herewith presented the publisher is compelled to say that it proves to be very far from what he intended and has endeavored to make it.

In the absence of any similar catalogue which might have served as a basis in the compilation of this one, he has been obliged to rely mainly upon his own personal labor and research, collecting the titles of such publications as seemed to come within the scope of his plan. To obtain correct information as to the full title (as printed on the title-page), the number of volumes of which each complete work consists, the size and number of pages, illustrations, etc., the place of publication, styles of binding, price, and other data necessary or desirable in order to convey a clear understanding of each publication, has been a most difficult task—in many cases indeed an impossibility; hence the incompleteness of a number of titles. It is, therefore, in no degree surprising that this Catalogue should contain numerous errors as well as unintentional omissions, which will be discovered upon examination.

The compiler is fully aware that the classification of the titles is especially open to criticism; but he asks indulgence on the plea that the labor proved too large to be mastered in the leisure hours outside of his onerous every-day duties, temporarily increased by the removal of his business to the building 25 Park Place. While making this declaration and explanation of shortcomings, however, the publisher, in this case prefers not to suppress an imperfect compilation, but to issue it, as it stands, trusting that it will be considered better than no catalogue at all. He will, of course, endeavor to improve the next issue, hoping to receive aid from persons generally interested in the cause of education, and especially from publishers and authors, who will undoubtedly desire that a full and correct enumeration of their works shall be made in such subsequent editions of the Catalogue as will be prepared for the future issues of the *Year-Book of Education*.

The Catalogue, it may be well to say, has been compiled with special regard to the wants of American readers; and, therefore, American editions have received the preference as being more easily attainable than foreign publications. British, German, and French works, however, have likewise been enumerated; and it is proposed, in succeeding volumes, to give not only a fuller representation to the educational literature of these nations, but to include, likewise, similar publications of other countries. Books known to be out of print, have been omitted.

The system of quoting authors' names in their natural order which has been followed in this Catalogue differs from the general custom, but it is hoped that the advantages of this innovation will cause it to meet with some favor.

The abbreviations adopted are as follows:

&	and	hf.	half	ro.	roan
bds.	boards	illd.	illustrated	russ.	Russia leather
bo.	bound	ills.	illustrations	s.	shilling
cf.	calf	interl.	interleaved with	sh.	sheep
cl.	cloth		writing paper	sq.	square
col.	colored	law sh.	law sheep	st.	steel
cop. pl., pls.	copper plate,—s	l.	leather	tur.	Turkey leather
d.	penny, pence	lib.	library	vol., vols.	volume,—s
dblc. p.	double page	lith., liths.	lithograph,—s	wd.	wood
e.	edge	mp., mps.	map,—s	wd. cts.	wood cuts
ed.	edition	M.	Mark,—s		
eng., engs.	engraving,—s	mor.	morocco	fol.	folio
flex.	flexible	obl.	oblong	4.	quarto
Fr.	Franc,—s	pp.	pages	roy. 8., imp. 8.	large size octavo
full gt.	full gilt	pap.	paper	cr. 8.	crown octavo
full p.	full page	photo.	photographs	8.	octavo
gt. e.	gilt edge	pl., pls.	plate,—s	12.	duodecimo
gt. s.	gilt side	pt., pts.	portrait,—s		etc.
gt. t.	gilt top	rev. ed.	revised edition		

The several abbreviations are used in this order: The figure following the title or the statement in regard to illustrations etc., indicates the size; and the figure following the perpendicular line (|) refers to the number of pages. Then follow, successively, the place of publication, style of binding, and price.

Where information could not be obtained, the space is left blank.

It will, of course, be understood that, unless otherwise stated, each work consists of but one volume, and that the description of the same refers to the last edition, i. e., the one now in the market.

The publications quoted in the Catalogue can be obtained through booksellers generally, or of the publisher of the *Year-Book*.

In conclusion, the request is repeated that all who are in a position to make or suggest any corrections, additions, or emendations in the list of publications here enumerated, will communicate such to the undersigned at their earliest convenience.

E. Steiger.

EDUCATION.

1. BIBLIOGRAPHIC AND ENCYCLOPÆDIC WORKS, DICTIONARIES, COLLECTED WRITINGS, ANTHOLOGIES, WORKS OF REFERENCE, TEACHERS' HAND-BOOKS, YEAR-BOOKS, REPORTS, PROCEEDINGS.

- W. D. ADAMS. *Dictionary of English Literature. A Comprehensive Guide to English Authors and their Works.* 4| London. cl. 15 s.
- ARCH. ALISON. *History of Europe.* 8 vols. 8| N. Y. cl. \$16.00
- S. AU. ALLIBONE. *Dictionary of English Literature, and British and American Authors, living and deceased. From the Earliest Times to the Middle of the 19th Century.* Containing over 46,000 Articles (Authors). With 40 Indexes of Subjects. 3 vols. roy. 8| \$140. Phila. cl. \$22.50; sh. \$25.50; hf. mor. \$28.50; hf. mor. gilt top \$31.50; hf. russ. \$33.00; full mor. gilt edges \$45.00
- S. AU. ALLIBONE. *A New Dictionary of Poetical Quotations, covering the entire field of British and American Poetry, from the time of Chaucer to the present day.* With a variety of useful Indices, and Authors and Subjects alphabetically arranged. 8| 788. Phila. cl. \$5.00; sh. \$6.00 hf. cf. \$8.00; tur. ant. \$10.00
- S. AU. ALLIBONE. *Prose Quotations from Socrates to Macaulay.* With Indexes. Comprising 544 Authors, 571 Subjects, and 8810 Quotations. 8| 764. Phila. cl. \$5.00; sh. \$6.00; hf. cf. \$8.00; tur. ant. \$10.00
- The American Educational Catalogue for 1877.* With Subject-Index. Compiled by F. LEYFOLDT. 8| 36. N. Y. pap. \$0.25 net
- American Eloquence. A Cyclopadia of American Eloquence.* 2 vols. With 14 st. pts. 8| 1190. N. Y. cl. \$7.00; sh. \$8.00; hf. mor. \$10.00; hf. cf. \$10.00.
- Annual Record of Science and Industry for 1877.* Edited by Prof. S. F. BAIRD. 12| N. Y. cl. \$2.00.
- C. ANTHON'S *Classical Dictionary.* Containing an account of the principal Proper Names mentioned in Ancient Authors, and intended to elucidate all the important points connected with the Geography, History, Biography, Mythology, and Fine Arts of the Greeks and Romans, together with an account of the Coins, Weights, and Measures of the Ancients, with Tabular Values of the same. roy. 8| N. Y. sh. \$6.00
- APPLETON'S *American Cyclopadia. A Popular Dictionary of General Knowledge.* Edited by GEORGE RIPLEY and CHARLES A. DANA. 16 vols. 8| 13,291. N. Y. illustr. per vol. cl. \$5.00 net; sh. \$6.00 net; hf. mar. \$7.00 net; hf. russ. \$8.00 net; full russ. \$10.00 net; full mor. \$10.00 net
- APPLETON'S *American Annual Cyclopadia, and Register of Important Events of the Years 1861 to 1877 inclusive, embracing Political, Civil, Military, and Social Affairs, Public Documents, Biography, Statistics, Commerce, Finance, Literature, Science, Agriculture and Mechanical Industry.* 17 vols. 8| N. Y. per vol. cl. \$5.00; sh. \$6.00; hf. mor. \$6.50; hf. russ. \$7.50; full russ. 9.00; full mor. \$9.00
- THE DUKE OF ARGYLL. *Reign of Law.* cr. 8| London. cl. \$2.00
- BACHELET et DEZOBRY. *Dictionnaire général des lettres, des beaux arts, et des sciences morales et politiques.* 2 vols. 8| illustr. Paris. pap. fr. 25.00; cl. fr. 29.50; l. fr. 31.50
- WALTER BAGEHOT. *The English Constitution, and other Political Essays.* 12| N. Y. cl. \$2.00
- F. BAIRD. see *Annual Record of Science and Industry.*
- D. BALDWIN. *Ancient America.* 12| illustr. N. Y. cl. \$2.00
- GEO. BANCROFT. *History of the United States.* 10 vols. 8| pt. & mps. Boston. cl. \$25.00; sh. \$35.00; hf. cf. \$45.00
- GEO. BANCROFT. *History of the United States. Centenary Edition.* 6 vols. 12| Boston. cl. \$13.50; sh. \$18.00; hf. cf. \$24.00
- H. H. BANCROFT. *The Native Races of the Pacific States of North America.* 5 vols. 8| N. Y. cl. \$27.50 net
- H. BARNARD. *American Pedagogy: Education, The School, and The Teacher, in American Literature.* 8| 608. Hartford. cl. \$3.50
- H. BARNARD. *English Pedagogy: Education, The School, and The Teacher in English Literature. First Series: ASCHAM'S Schol. Master; BACON, On Studies and Education, with Annotations by WHATELY; WOTTON'S Apothegms on Education; MILTON'S Tractate on Education; HARTLIB'S College of Agriculture; PETTY'S Trade School; LOCKE'S Thoughts on Education; SPENCER'S Education; FULLER'S Good Schoolmaster; GOLDSMITH'S Village Schoolmaster; SHENSTONE'S Schoolmistress.* 8| 482. Hartford. cl. \$3.50; Second Series. 8| 608. Hartford. cl. \$3.50
- H. BARNARD. *Educational Aphorisms and Suggestions, Ancient and Modern.* Part I. 8| 202. Hartford. cl. \$3.50
- H. BARNARD. *True Student Life. Letters, Essays, and Thoughts on Studies and Conduct; Addressed to Young Persons by Men eminent in Literature and Affairs.* 8| 562. Hartford. cl. \$3.50
- J. BARTLETT. *Familiar Quotations: Being an Attempt to trace to their Sources Passages and Phrases in Common Use.* 12| Boston. cl. \$3.00; hf. cf. \$5.00; cf. \$6.00; mor. antique \$6.50
- J. RUSSELL BARTLETT. *Dictionary of Americanisms: a Glossary of Words and Phrases usually regarded as peculiar to the United States.* 8| N. Y. cl. \$2.50
- W. A. BECKER. *Charicles, or Private Life of the Ancient Greeks.* 12| London. cl. 7 s. 6 d.
- W. A. BECKER. *Gallus, or Roman Scenes.* 12| London. cl. 7 s. 6 d.
- S. O. BEETON. *Dictionary of Universal Information of Geography, History and Biography.* 2 vols. 8| illustr. London. hf. ro. 21 s.
- S. O. BEETON. *Dictionary of Universal Information of Science, Art and Literature.* 2 vols. 8| illustr. London. hf. ro. 21 s.
- The Best Reading. Hints on the Selection of Books; on the Formation of Libraries, Public and Private; on Courses of Reading, etc.* With a Classified Bibliography for Easy Reference. 4. revised and enlarged Edition, continued to August, 1876, with the addition of Select Lists of the best French, German, Spanish and Italian Literature. Edited by FREDERICK BECHER PERKINS. 8| N. Y. cl. \$1.75 (see PUTNAM'S Library Companion.)
- W. BEUMER. *Erziehungsspiegel. Eine pädagogische Anthologie, allen Freunden der Erziehung, insbesondere den Müttern gewidmet.* 8| 204. Detmold. pap. M. 3.00
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SUBJECT-INDEX

TO THE

BOOKS AND OTHER ARTICLES ENUMERATED ON THE PRECEDING PAGES.

NOTE. — The arrangement of this Index will appear at a glance to differ essentially from the method usually adopted just as the "expository cataloguing" exemplified on part of the pages 356 to 413 is also likely to prove new to many readers. The aim has been to mention every thing under special headings and popular names, rather than under general and scientific terms.

Thus the book "*How to Write Clearly*" (p. 400) has been indexed under *Writing English*, and "*How to Parse*" (p. 400) will be found under *Parsing*, because while *Writing* and *Parsing* may or may not be treated of at length in some of the English Grammars published, none of them teach these particulars as specifically as do the two books above named.

Principles of Decorative Design (p. 356, Dresser) is indexed under both *Decoration* and *Design*, and not under the non-committal heading of *Art*. It is thought that this manner of specializing will prove of real practical value to the general reader, while others will experience no difficulty in coming to the conclusion that certain special matters are sure to be similarly treated of — like the two instances above cited — in books which are here indexed only under other and more general subjects.

This Index having been prepared from the titles alone (without any inspection of the books themselves), no claim can be made as to its being correct and exhaustive, nor even uniform and consistent in all its parts. In accordance with the wording of the titles, synonymous matters appear, in many cases, at different places as *e. g.* *France* [*History of*] and *French History*, while cross-references and comparisons of the enumeration under analogous headings have been omitted in the belief that this imperfect state will call forth more suggestions for the improvement of the plan, especially on the part of publishers and authors interested, than if this sample had left nothing to be desired — a goal not likely to be speedily reached.

This plan, also, allows books to appear with their titles correctly and distinctly given, and will not make it necessary to distort the real title of a book simply to give prominence to a leading catch-word. A book can thus be enumerated in the advertisement, *e. g.*, as "*A First Sketch of English Literature*" (p. 356, Morley), and not "*English Literature, a First Sketch of*," or, "*The Elements of Building Construction and Architectural Drawing*" (p. 356, Davidson), instead of "*Building Construction, the Elements of, and Architectural Drawing*."

Acoustics 392, Bartlett
Aeneid 377
Aeschylus 397
Aesthetics 374, Day — 392, Boyd — Huntington
Africa [*Outline Map of*] 387
Agriculture 392, Pendleton
Algebra 364, Ficklin — Robinson (2) — 377, Wilson — 378, Baker — 383, Olney (4) — 387, Brooks — 392, Davies (3) — Macnie — Peck — 396, Thompson — 401, Henderson — 402, Baker
Alphabets 363, McLee (2)
American History 367, Willson (2)
American Literature 374, Tyler
American Pedagogy 397, Barnard
American Teachers 397, Barnard
Anabasis 370
Analysis 392, Clark — Welch — 402, Fleming
Anatomy 357, Mivart — 362, Hitchcock — 377, Martindale — 383, Loomis
Ancient History 378
Anglo-Saxon 399, Carpenter
Anthropology 359, Andrews (2)
Antiquities 369, Wilkins — 371, Smith
Aphorisms [*Educational*] 413, Barnard
Apparatus [*Botanical*] 392, Wood
Apparatus [*Chemical*] 392, Steele
Apparatus [*Geological*] 392, Steele
Apparatus [*Geometrical*] 392, Harrington (2)
Apparatus [*Philosophical*] 392, Steele
Archaeology 362, Jahn
Architectural Drawing 356, Davidson
Architecture 389, Heinzen — Ware (2) — 403, Narjoux
Architecture [*Church*] 388, Bicknell
Architecture [*School-House*] 388, Bicknell

Aristophanes 384
Arithmetic 363, Robinson (5) — 364 (2) — Fish (3) — 368, Appleton (5) — 375, Underhill — Adams (2) — 377, Singer (4) — Groesbeck — 378, Spalding (3) — Baker (3) — 382, Raub (2) — 383, Olney (3) — Stoddard — 385, Seaver & Walton — 386, MacVicar (3) — 387, Brooks (9) — 388, Eaton — 392, Davies (8) — Davies and Peck — Harrington — Peck (3) — Reuck (2) — 394, Davies — 396, Thomson (3) — 402, Kirkland & Scott — McLellan — 408, Deghuée (3) — Refelt
Arithmetic [*Examination Papers in*] 402, McLellan & Kirkland
Arithmetical Apparatus 386, MacVicar — 409, Refelt (3)
Art 359, Long — 367, White
Art Education 389, Smith — 407, Peabody
Arts [*Fine*] 392, Huntington
Art [*Ornamental*] 356, Hulme
Asia [*Outline Map of*] 387
Assaying 391, Ricketts
Astronomy 357, Lockyer — 362, Kiddle (2) — 364, Robinson — 369, Lockyer (2) — 372, Ball — Newcomb & Holden — 375, Coffin — Olmsted (3) — 391, Norton — 392, Bartlett — McIntire — Steele — Willard — 394, Bartlett — 401, White — 403, Guillemin — 410, Schedler
Astronomy [*Nautical*] 390, Coffin
Atlases 374 (14)
Atlas [*Ancient*] 371, Smith & Grove
Atlas [*Classical*] 374, — 383, Long
Atlas [*Historical*] 374, — 401, Labberton
Atlas [*Physical*] 374
Atlas [*Scripture*] 374
Atlas [*of the World*] 371, Black

- Bacon** 359 — 392
Belles-Lettres 392, Boyd
Bible Customs 398, Freeman
Bible Geography 393, Whitney
Bible History 376, Blaikie — 378 — 392, Hanna — 398, Hurst — 393, Munger — 410, Zahn (2)
Bible Manners 398, Freeman
Bible Manual 376, Lockhart
Bible Reader 392, Fowle
Bible Selections 359, Perry
Biblical Archaeology 362, Jahn
Biblical Literature 362, Kitto
Bibliography 374, Perkins — 403, Low — 413, *Guide to American Literature* — Steiger
Biography 371, Plutarch (2) — 374, Godwin — Irving — 397, Creighton (3) — 403, Phillips
Biography [American] 358, Drake
Biography [Christian] 371, Smith & Wace
Biology 357, Huxley
Blackboard [Flexible Stone Cloth] 405, N. Y. Silicate Book Slate Co.
Black Prince [Biography of Edward the] 397
Blue Pipe Analysis 352, Elderhorst — 390, Plattner — Plympton
Book Catalogue 403, Low — 413, Steiger
Book-keeping 360, Bryant & Stratton (3) — 375, Preston — 377 — Grosbeck — 383, Palmer — 386, Ellsworth — 387, Fairbank — 388, Meservey — Rohrer (5) — 392, Folsom — Smith & Martin — 401, Walker — 402, Beatty & Clark
Books in Foreign Languages 399, Schoenhof & Moeller
Book Slates [Silicate] 405, N. Y. Silicate Book Slate Co.
Botanical Apparatus 392, Wood
Botany 357, Sachs — 359, Apgar — 351, Gray (7) — 370, Youmans (2) — Hooker — Henslow — 372, Goodale — 391, Thome — 392, Darby — Thinker — Willis — Wood (6) — Young — 395, Wood — 401, Phelps
Bridges 390, Merrill — Shreve — 391, Wood
British Empire [History of] 373, Collier (2) — 394
British Provinces [Outline Map of the] 387
Bryant 368
Building Construction 356, Davidson — 389, Ware
Cæsar 358 — 370 — 377 — 400 — 401
Calculus 364, Robinson — 333, Olney — 392, Church — Courtenay — Davies (2) — Peck
Calisthenics 398, Trall — 399, Watson (2)
Calisthenic Songs 333, Parsons
Catechism [Roman Catholic] 373
Catholic Books 378 — 379
Celestial Globes 405, Schedler
Central America [Outline Map of] 387
Chart [Elocutionary] 393, McKenzie
Chart [Etymological] 393, Clark
Chart [Geographical] 393, Monteith
Chart [Grammatical] 393, Clark
Chart [Mathematical] 393, Davies
Charts [Botanical] 370, Henslow
Charts [Chirographical] 393, Fulton & Eastman
Charts [Historical] 401, Labberton (4)
Charts [Primary] 378
Charts [Reading] 408, Reffelt — 410 — 412, Ahn
Chaucer 399 — 400
Chemical Analysis 390, Douglas & Prescott — Elliot & Storer — Prescott — Rammelsberg — 391, Fresenius — Thorpe
Chemical Apparatus 392, Steele — 405, Benjamin
Chemistry 357, Roscoe — 351, Eliot & Storer (2) — 365, Silliman — 367, Wells — 370, Youmans — Roscoe — 372, Johnson & Mixer — 376, Macadam — 390, Eliot & Storer — Douglass & Prescott — Naquet — Plympton — Plattner — Prescott — Rammelsberg — Mott — Pynchon — 391, Hart — Thorpe — Fresenius — 392, Steele — 393, Darby — Gregory (2) — Porter (2) — Steele — Thompson
Christian Ethics 360, Alden — 377, Gregory — 398, Wuttke
Christian Evidences 398, Alden
Christianity 383, Dodge
Chronography 393, Willard (4)
Chronology 374, Vincent — Putnam
Church Architecture 393, Bicknell
Church History 393, Hurst
Cicero 352 — 370 — 377 (5)
Civil Engineering 391, Mahan
Civil Government 366, Townsend (2) — 372, Godkin — 375, Shurtleff — 377, Hart — 383, Alden (2) — 387, Sheppard (2) — 383, Howe — Mansfield — Martin — Young — 395, De Tocqueville (2) — Mansfield — 396, Young (2)
Civilization in Europe 359, Guizot
Classical Atlas 383, Long
Classical Dictionaries 371, Smith (8)
Classical Manual 383, Baird
Codes [School] 413, Barnard
College Songs 336
Color 356, Church — 389, Bezold
Comets 403, Guillemin
Commercial Law 365, Townsend
Common School System 363, Randall
Composition 352, Howard — Kerl — 359, Quackenbos (2) — 390, Palmer — 392, 393, Boyd — Brookfield — Northend — 395, Boyd
Connecticut [History of] 397, Hollister
Constitution 313, Townsend — 377, Hart — 387, Sheppard (2) — 395 — 401, Flanders
Copy-Books 369 — 388, Lueken — 393, Beer
Copy-Books [German] 383, Lueken — 408, Fechner — Henze — Reffelt
Cornelius Nepos 377
Couper 392
Crayon Drawing 389, Carter
Criticism 392, Boyd
Cyclopedia of Biography 374, Godwin
Cyclopedia of Education 413, Kiddle & Schem
Debater 363, McElligott
Decoration 356, Dresser (2)
Definition 363, McElligott
Demosthenes 354
Design 356, Dresser (2) — 359, Barry — 406, Froebel — 408, Hardter
Desks [School] 404
Dialogues 393, Northend
Dictation 393, Northend
Dictionary of the Bible 371 (3)
Dictionary of Biography 371
Dictionary of Christian Antiquities 371
Dictionary of Christian Biography 371, Smith & Wace
Dictionary of Dates 374, Putnam — Vincent
Dictionary [English] 367, 384, Webster — 385, Worcester
Dictionary of Geography 371
Dictionary of Mathematics 394, Davies & Peck
Dictionary of Mythology 371
Dictionary [Rhyming] 393, Walker
Dogmatics [Roman Catholic] 378
Domestic Medicine 381, Laurie
Drawing 356, Cassell (2) — Ryan — 359, Barry — 361, Goodison — 369, Krusi (5) — 391, Warren (2) — 392, Chapman — 393, Chapman (2) — Baker (2) — Clark — Fowle — Monteith
Drawing [Architectural] 356, Davidson
Drawing Books 389, Smith
Drawing Cards 389, Smith
Drawing Copies 389, Smith — 393 Monk
Drawing Copies [Industrial] 389, Stone
Drawing [Crayon] 389, Carter
Drawing [Freehand] 389, Smith (3) — 390, 391, Warren
Drawing [Geometrical] 389, Smith — 390, Minifie
Drawing [Historical Ornaments] 389, Heinzen
Drawing [Industrial] 369, Krusi (5) — 387, Montgomery — 391, Mahan
Drawing [Linear] 356, Davidson (2)
Drawing [Machinery] 356, Davidson — 389, Fuchs
Drawing [Mechanical] 389, Smith — 390, Minifie

- Drawing [Model]* 356, Davidson
Drawing [Models and Objects in Outline] 389 (2) — 339, Smith
Drawing [Perspective] 389, Smith — 391 Warren
Drawing [Plant Form Ornaments] 389, Carter
Drawing [Stump] 389, Carter
Drawing [Topographical] 391, Smith
Dynamics 391, Wood
- Eastern Hemisphere [Outline Map of]* 387
Ecclesiastical History 394, March
- Education* 363, Randall — 374, Brackett — Hill — 377, Hart — 392, Root — 393, Dwight — Hecker — Mansfield — Mayhew — Orton — Northrop — Phelps (2) — 394, Bates (2) — Phelps — Fowle — Jewell — Holbrook — 395 Carter, — Barnard — Brooks — Benet — Root — Jewell — Holbrook — Dickens — Tracy (3) — Cole — Page — Wells — 397, Barnard (10), — 398, Combe — 403, Low — Pascoe — 413, Barnard — Kiddle (3)
- Education [Art]* 389, Smith
Education [History of] 393 — 394
Education [Papers on] 413
Education [Science and Art of] 407, Payne
Education [Yearbook of] 413, Kiddle & Schem
Educational Aphorisms 397, Barnard
Educational Bibliography 403, Low — 413, Steiger
Educational Directory 413, Steiger
Educational Monthly 395, Barnes
Elementary and Secondary Instruction 397, Barnard (2) — 413
Electricity 390, Pope
Elocution 359, Fobes — 377, Mitchell — 386, Bailey — Frobisher — Jelliffe — Thatcher — 393, McKenzie — Parker & Zachos — Parker — Graham — Zachos — Watson — Sherwood — 395, Hammill
Elocutionary Chart 393, McKenzie
Encyclopædia Britannica 371
Engineering 356, Davidson — 359, Vose — 390, Ernst — Weisbach (2)
England [History of] 356, Graig-Knox — 373, Thompson — 374, Lonsing — 376, Collier (2) — 394, Lancaster — Berard — 396, Anderson — 397, Bright
English Anthology 399
English Conversation — 370
English Dictionary — 366, Webster (2), 367 (4) — 371, Johnson — 384, Webster — 386, Worcester
English Etymology — 376, Coutie — Graham
English Grammar — 362, Kerl (4) — 365, Sill — Sanders & McElligott — 368, Cornell — Morris — Quackenbos (2), — 373, Bain — 375, Kirkham — 376, Smith — Morrison (2) — 378 — 382, Greene — 383, Bullion — 387, Fewsmith (2) — 393, Clark — Jewell — Welch — Clark (6) — 394, Clark — 396, Reed & Kellogg (2) — 399, Whitney — 400, Donaldson — Abbott & Seely — Brown (3) — 401, Walker — 402, Mason — 413, Whitney
English Grammar for Germans 367, Woodbury — 413, Baskerville — Bender — Grauert (3)
English History 394
English Language 366, Webster (2) — Swinton — 367, Webster (4) — 368, Quackenbos — 372, Lounsbury — 377, Hart (8) — 397, Farrar
English Literature 356, Adams — Morley (3) — 358, Lowell (3) — Whipple (3) — 359, Underwood — 360, Cathcart — 362, Hunt — 368, Brooke — 374, Bascom — 376, Collier — Robinson — 377, Hart — 383, Martin — Shaw — Shaw & Smith — 387, Lloyd — Westlake — 393, Cleveland (2) — Gilman — Monmonnier — 395, McJilton — 399, Arnold — Hudson — 401, Coppee
English of Shakespeare 399, Craik
English of the 14th Century 399, Carpenter
English Pedagogy 397, Barnard
English Phrases 401, Brewer
English Pronunciation 359, Soulé & Wheeler — Soulé & Campbell
English Readers 363 (7) — 365, Sanders (7) — 368, Appleton (6) — 376, Nelson's (11) — 378, Spalding (11) — 382, Monroe — 393, Watson — Parker & Watson — 399 — 401, Diehl — 407, Doual (5)
English Sounds 400, Fleay
- English Spelling* 356, Swinton (3) — 400, Fleay
English Synonyms 359, Whately — 371, Soulé
English Words 363, Swinton
Equity Pleading 398, Langdell
Ethics 374, Day — 377, Gregory — 393, Fletcher — Alden
Etymology 363, McElligott — 371, Soulé — 377, Webb (2) — Westlake — 378, Spalding — 393, Clark — Smith (2) — Pooler — Smith (6) — Clark — 395, Smith (2) — 396, Beecher
Euclid 356, 402
Euripides 397
Europe [Civilization in] 360, Guizot
Europe [History of] 369, Freeman — 394, Allison
Europe [Outline Map of] 387
Examination 365, Swett
Explorers [American] 359, Higginson
- Faust* 373
Fine Arts 392, Huntington
France [History of] 373, Green — 394, Barnes — 396, Anderson — 397, Marshall
Freehand Drawing 389, Smith (3) — 390
French 361, Fasquelle (4) — 363, Mixer — 370, Barnauld — Marcel — Prendergast — 383, Keetels — 412, Ahn
French Conversation 359 — Williams — 361, Fasquelle — 393, Worman — 403, Julien — Rouillon — 412, Ahn
French Dictionary 356, Cassell — 370, Spiers & Surrenne (2) — 373, Gasc (3) — 403, James & Molé — 412, Thibaut
French Fables 393, Ledru
French Grammar 362, Languellier & Monsanto — 370, Badois — De Fivas — Marcel — 373, Böcher — Joynes — Sauveur (5) — 375, Addick — 377, Longstreth — 393, Agnel — Haskins — Ledru — Poitevin — Pujol (3) — 396, Keetels (6) — 398, Cardenal (4) — 401, Girard (2) — 412, Ahn (5) — Plötz — Schlegel
French History 394
French Letter-Writer 412, Ahn
French Literature 358, Parton — 374, Van Laun
French Pronunciation 366, Talbot — 393, Joynes — 401, Girard (2)
French Primers 393, 412 Ahn
French Readers 373, Böcher — Joynes — 393, Ledru — 401, Girard (2) — 412, Ahn (6) — Schlegel
French Reading Charts 412, Ahn
French Teachers 397, Barnard
French Verbs 361, Hennequin — 401, Girard (2)
Froebel 407, Payne — Kriege
Froebel's Kindergarten Occupations for the Family 405
- Gama [Vasco de]* 359, Towle
Geography 366, Swinton (2) — 368, Cornell (4) — 369, Grove — 371, Smith & Grove — 378 (3) — 382, Warren — 383, Colton — 393, McNally — Monteith (8) — 401, Roth (2) — 410, Deghuée — Schedler
Geography [Classical] 368, Tozer
Geography [Physical] 357, Geikie — 368, Cornell — 370, Geikie — 372, King — 393, Monteith (2) — 398, Tuft
Geology 360, Dana (3) — 362, Hitchcock — 367, Wells — 370, Geikie — Nicholson — 372, Pumpelly — 383, Hall — Loomis — 387, Hillsdale — 390, Jannettaz — 392, Steele — 393, Emmons — Page — Steele
Geological Apparatus 392, Steele
Geological Cabinet 393
Geometrical Apparatus 392, Harrington (2)
Geometrical Drawing 359, Vose — 359, Smith — 390, Minifie
Geometry 356, Cassell — 363, Mark — 364, Robinson (4) — 375, Coffin — 378, Baker — 382, Bonnycastle — 383, Olney — 387, Brooks — 388, Bradbury — 390, Minifie — 391, Mahan — Warren (3) — 392, Harrington — 393, Church (2) — Davies — 394, Harrington — Peck (2) — 399, Wentworth — 402, Pott — H. Smith
Geometry [Inventive] 370, Spencer
Geometry [Practical] 356, Davidson
German Classics 373, Whitney — 374, Hart
German Conversation 394, Worman — 411, Ahn

- German Copy-Books** 379 — 384, Lucken — 393, Worman — 404, Fechner — Henze — Reffelt
- German Dictionary** 376, Cassell — 370, Adler (2) — 373, Whitney — 379, Weyh — 412, Eiweil — Flügel — Grieb — Oehlschlager
- German Grammar** 361, Glaubensklee — 367, Woodbury (4) — 370, Ahn — Prendergast — Schulte — Wraga — 373, Heness — Joyces (4) — Klemm — Otto — Whitney — 379, Puchner — Renner — Weyh — Wollinger — Zahn — 383, Peissner — 385, Knoefel — Maierstein — Michels — Otto — Plate — Winter — 388, Lucken — 394, Worman (2) — 410, Ahn (Heun) (11) — Feldner — Mager — Wurst — 411, Ahn (3) — Grauert (2) — Reffelt (2) — 412, Schlegel
- German Letter-Writer** 411, Ahn
- German Literature** 370, Adler
- German Pedagogy** 397, Barnard
- German Penmanship** 394, Worman — 411, Ahn
- German Proverbs** 400, Zimmermann
- German Quotations** 400, Zimmermann
- German Readers** 361, Glaubensklee — 363, Mess — 367, Woodbury (3) — 370, Adler — Oehlschlager — Kroeh — Wraga (2) — 373, Whitney — 379, Wollinger — 385, Hallmann (2) — Knoefel (4) — 394, Worman (2) — 403, Meissner — 407, Douai — Grauert (3) — Hardter (2) — 408, Reffelt (17) — 410, Ahn (6) — 411, Ahn (4) — 412, Schlegel (2)
- German Reading Charts** 410, Ahn (3)
- German Script Charts** 403, Reffelt — 410, Ahn
- German Teachers** 413, Barnard
- Germany [History of]** 369, Bayard Taylor — 373, Sime — 396, Anderson
- Globes** 399 (3) — 405, Schedler
- Gospels [Harmony of]** 401
- Goethe** 373 — 374 (2)
- Grammar [English]** 363, Covell — Morris — Quackenbos (2) — 342, Greene — 413, Whitney
- Greece [History of]** 369, Fyffe — Sewell — 373, Bryce — 376, Collier — 384, Pennell — 396, Anderson — 398, Tuft
- Greek** 362, Kendrick — 365, Spencer — 398, Buttz — 401, Brooks
- Greek Classics** 384 (6)
- Greek Composition** 370, Arnold — Boise
- Greek Grammar** 362, Kuhner — 366, Taylor — 370, Arnold — Hadley (2) — Harkness — 376, Bryce (3) — 383, Bullion — 388, Bateman — Buttman — Winer — 398, Strong — 399, Goodwin
- Greek Historians** 384
- Greek Life [old]** 369, Mahaffy
- Greek Mythology** 371
- Gymnasium** 398, Trall
- Gymnastics** 399, Watson (2)
- Harmony** 380, Palmer — 403, Horsley
- Heat** 357, Stewart — 390, McCulloch
- Hebrew** 398, Vail
- Hebrew Bible** 391
- Hebrew Chrestomathy** 391, Green
- Hebrew Dictionary** 391, Davidson — Gesenius
- Hebrew Grammar** 391, Green
- Hebrew Language** 388, Vibbert
- Hebrews [History of Ancient]** 392, Mills — 394 Mill
- Herodotus** 384
- Historical Atlas** 401, Labberton
- Historical Charts** 401, Labberton
- Historical Ornaments** 389, Heinzen
- Historical Reader** 396, Anderson
- History** 359, Waites — 373, Freeman — 378, Formby — 397, Robbins
- History [American]** 337, Willson (2) — 369, Quackenbos — 394
- History [Ancient]** 378 — 384, Pennell (2) — 393, Anderson
- History [French]** 334
- History [Modern]** 369, Arnold
- History [Universal]** 394, Gilman (2) — Willard — 401, (2) Labberton — 410, Grauert
- History of the Bible** 378
- History of the Church** 378
- History of Connecticut** 397, Hollister
- History of Education** 393 — 394
- History of England** 356, Graig-Knox — 373, Thompson — 374, Lossing — 376, Colher (2) — 394, Berard — Lancaster — 395, Anderson — 397, Bright
- History of Europe** 369, Freeman — 394, Alison
- History of France** 394, Barnes — 396, Anderson — 397, Marshall
- History of Germany** 369, Bayard Taylor — 396, Anderson
- History of Greece** 369, Fyffe — Sewell — 376, Collier — 396, Anderson
- History of India** 376, Hunter
- History of Liberia** 394, Stockwell
- History of the Middle Ages** 378
- History of the Ottoman Empire** 400, Menzies
- History of Philosophy** 383, Haven
- History of Rome** 369, Arnold — Creighton — Sewell — 376, Collier — 378 — 394, Ricord — 396, Anderson,
- History of the U. S.** 359, Dodge — Higginson — 366 Swinton (2) — 367, Willson — 369, Quackenbos (2) — 371, Bancroft — 375, Scott — 377, Martindale — 378 (2) — 383, Lossing (3) — 384, Blackburn (2) — 385, Eliot — 386, Campbell — Goodrich — 387, Roberts — 394, Barnes — Monteith — Willard (3) — 395 — 396, Anderson (4) — 401, Davenport
- History of the World** 369, Quackenbos — 366, Swinton
- History-Charts** 394, Whitcomb — Willard (4)
- Home Improvements** 398
- Homer** 393, 401
- Homiletics** 366, Vinet
- Homoeopathic Medicines** 381, Boericke & Tafel
- Homoeopathy** 331, Ellis — Laurie — Lutz — Small
- Horace** 377, 384
- Human Voice** 393 (2)
- Hydraulics** 391, Welsbach
- Hygiene** 369, Huxley & Youmans — 377, Martindale — 383 Loomis — 396 Hutchison — 402, Buckton — 403, Dalton
- Hymn-Books** 361, Hatfield (2) — 378 — 393, Bartley — 394, Nash & Bristow (2) — 409, Hardter
- India [History of]** 376, Hunter
- Industrial Drawing** 389, Stone
- Infant Education** 406 — 407, Lord
- Institutes** 394, Bates (2) — Fowle
- Instruction [Elementary and Secondary]** 413, Barnard (2)
- Instruction [Scientific]** 413, Barnard
- Instruction [Superior]** 413, Barnard
- Italian Dictionary** — 403, Grassi — Wessely
- Iron and Steel** 390, 391, Weyrauch
- Italy [History of]** 373, W. Hunt
- Juvenal** 377, 384
- Juveniles [German]** — 379, C. v. Schmid
- Kames** 392
- Kindergarten** 406, Douai — Goldammer — Hanschmann — Hoffmann — Hubes — *Kindergarten Messenger* — Köhler (2) — Kraus-Balte — Kriege — 407, Kriege — Payne — Peabody (3) — Peabody & Mann — J. & B. Ronge — Shirreff — Wiebe
- Kindergarten and the Public Schools** 406
- Kindergarten Designs** 407, Steiger (12)
- Kindergarten Gifts** 405
- Kindergarten Material** 405
- Kindergarten Occupations for the Family** 406 (13)
- Kindergarten Plays** 407, Noa — Wiebe
- Kindergarten Tracts** 406
- Lafontaine** 373
- Landscape Painting** 389, Hitchings
- Lapillinum** 405, N. Y. Silicate Book Slate Co.
- Latin** 359, Gardner (2) — 362, Kellogg — 377, Chase & Stuart (16)
- Latin Classics** 384 (3)
- Latin Composition** 370, Harkness
- Latin Dictionary** 356, Beard — 383, Bullion — 401, Crooks and Schem
- Latin Etymology** 358, Andrews

- Latin Grammar** 358, Andrews — 370, Harkness (3) — 376, Bryce — 377, Currier — 379, Wollinger — 383, Bullion — 394, Silber (2) — 399, Allen & Greenough 401, Ross — Roth
- Latin Pronunciation** 394, Blair — 3.8, Lane
- Latin Prose** 384, Abbott
- Latin Proverbs** 4.3, Henderson
- Latin Quotations** 403, Henderson
- Latin Readers** 358, Andrews — 370, Harkness
- Latin Suffixes** 377, Currier
- Latin Synonyms** 388, Doederlein
- Latin Text-Books** 370, Harkness
- Legal Chemistry** 390, Naquet
- Leicester [Biography of Earl of]** 397
- Lessing** 373
- Letter-Writing** 366, Townsend — 387, Westlake
- Liberia [History of]** 394, Stockwell
- Liquid Slating [Silicate]** 405, N. Y. Silicate Book Slate Co.
- Literature [French]** 358, Parton
- Literature [Philosophy of]** 401
- Literature [Universal]** 353, Botta
- Lithology** 390, Jannettaz
- Livy** 377
- Logic** 357, Jevons — 362, Hickok — 370, Jevons — 374, Day — 375, Baines (2) — Doubiet — 383, Whately — 384, Bowen — 392, Boyd — 394, Mahan — 398, True — 401, Hays
- Machine Construction** 391, Warren — 400, Tomkins
- Machinery Drawing** 3.9, Fuchs
- Map Drawing** 393, Monteith
- Map Drawing Cards** 368, Cornell
- Maps** 394, Monteith (3) — 405, Schedler — 410, Schedler (3)
- Maps [Outline]** 368, Cornell — 387, Pelton (6)
- Maria Stuart** 373
- Mathematics** 364, Robinson — 382, Hagar — 385, Seaver & Walton — 393, Davies — 394, Davies (5)
- Mechanical Drawing** 389, Smith — 390, Minifie
- Mechanics** 356, Ball — 390, MacCord — Minifie — Weisbach (2) — Weyrauch — 391, Du Bois — Hatfield — Wood — 394, Bartlett (2) — Peck (2)
- Memory** 393, Combe
- Mensuration** 382, Bonnycastle — 394, Davies — 395, Davies
- Mental Arithmetic** 402, McClellan — 409, Reffelt
- Mental Philosophy** 360, Cousin — 361, Hickok — 369, Bain — 374, Bascom — 375, Abbott's Abercrombie — 383, Haven — Wayland — 384, Bowen (2) — 394, Boyd — Maan — Watts
- Mental Science** 398, Combe
- Metaphysics** 334, Bowen
- Metric System** 385, Seaver & Walton — 394, Davies
- Mexico [Outline Map of]** 387
- Military Engineering** 390, Ernst
- Military and Naval Schools** 413, Barnard
- Military Education** 395
- Military Instruction** 337, Welcker
- Milton** 392, 393 (2)
- Milton Reader** 376, Ross
- Mineralogy** 3.2, Elderhorst — 391, Dana (3)
- Minna von Barnhelm** 373
- Model and Object Drawing** 389, Smith
- Moral Philosophy** 375, Calderwood — 361, Hickok — 339, Bain — 375, Abbott's Abercrombie — Dymond — 383, Haven — Wayland — 393, Alden — Fletcher — 394, Peabody — Willard
- Music** 359, Murdoch — 360, Bradbury — 331, Hatfield (2) — 372, Horon — Loomis (2) — 333, Parsons (2) — 379, Renner (5) — Riegel — Rubenbauer (2) — Sel'z (2) — 339, Palmer — Johnson — Blackman & W. (4) — 336 — 337, Jarvis — 393, Bartley — Brooks — 391, Bartley — Cruikshank — Curtis (2) — Hager — Jepsen — Kingsley (2) — Nash & Brastow — Parvin — Perkins — Phillips — 397, Emerson (2) — 399, Mason, Eichberg, Sharland and Holt — 403, Horsley — 409, Reffelt
- Music [Pianoforte]** 377, Taylor
- Music-Reader** 394, Jepsen
- Mythology** 394, Dwight (2)
- Napoleon** 351, Dumas
- National Economy** 382, Thompson
- Natural History** 389, Calkins — 393, Wheeler — 391, Barnard — Chadbourne — Carll — Wheeler
- Natural History-Charts** 394, Wheeler
- Natural Philosophy** 356, Cassell — 357, Todhunter — 359, Andrews — Dolbear — 365, Silliman — 367, Wells (2) — 339, Deschanel — Arnot — Atkinson's Ganot — 370, Quakenbos — 375, Olmsted (2) — Parker (3) — 376, Macgill — Macadam 377, Martindale — 379, Wittwer — 383, Avery — 357, Peterson (2) — 388, Hotze — 3.9, Bezold — 393, Norton & Porter — 391, Bartlett (4) — Chambers — Norton — Peck — Steele (2) — 397, Swift (2) — 401, Houston
- Natural Science** 401, Kremer
- Natural Theology** 374, Chadbourne
- Nautical Astronomy** 390, Coffin
- Naval Schools** 413, Barnard
- Navigation** 354, Robinson — 390, Coffin
- New Testament Commentary** 397, Elliott
- New Testament [interlinear translation]** 394
- Object Lessons** 363, Robinson — 395, Monteith — Welch — Wood
- Object Teaching** 361, Hailman
- Optics** 392, — 394, — 395, Bartlett
- Oratory** 359, Monroe (4) — Baker (3) — Campbell & Root — 360, Cathcart — 361, Frohisher — 362, Kellogg — 363, McElligott — Oldham — 365, Sanders (2) — 369, Mandeville — Marshall (2) — 375, Lowell (2) — Northend (3) — Zachos — 377, Lawrence — Mitchell — 382, Coates-Sypher — 383, Denman — Fitzgerald — 393, Graham — Parker — Parker & Zachos — Sherwood — Watson — Zachos — 395, Northend (5) — Raymond — Swett — 398
- Ornamental Art** 356, Hulme
- Ornithology** 371, Baird — Brewer & Ridgway (2)
- Orthography** 359, Soule & Wheeler — 363, McElligott — 378 — 395, Fowle — Wright — 396, Henderson
- Ottoman Empire [History of the]** 400, Menzies
- Outline Maps** 363, Cornell
- Outline Studies** 389
- Ovid** 358 — 401
- Painting [Landscape Studies]** 380, Hitchings
- Painting [Neutral Tint]** 356, Leitch
- Painting [Sepia]** 356, Leitch — 389, Hitchings
- Painting [Water Colors]** 356, Leitch — 382, Ryan
- Parliamentary Law** 359, Warrington
- Parliamentary Practice** 388, Cushing
- Parliamentary Rules** 398
- Parsing** 365, Sill — 400, Abbott
- Pastoral Theology** 366, Vinet
- Pedagogy** 397, Barnard — 413
- Pedagogy [American]** 397, Barnard
- Pedagogy [English]** 397, Barnard
- Pedagogy [German]** 397, Barnard
- Pennmanship** 365, Spencer (12) — 369 — 386, Ellsworth — 388, Ames — Requa & Dunn — 393, Beer — 394, Barber — Beer (2)
- Pennmanship [German]** 379 — 408, Fechner — Henze — Reffelt
- Pens [Steel]** 395 — 405, Gillett's
- Perspective** 356, Davidson
- Perspective Drawing** 389, Smith
- Perspective [Linear]** 391, Warren
- Pestalozzi** 407, Payne
- Pestalozzi and Pestalozzianism** 397, Barnard
- Philology** 364, Feile — 412, Gross
- Philosophical Apparatus** 392, Stee's
- Philosophy** 359, Whately — 362, Hickok (2) — 381, Krauth — Thomson — 392, Steele
- Philosophy [History of]** 383, Haven
- Phonetics** 395, Leigh (2) — Watson
- Phrenology** 398, Combe

- Physical Apparatus** 405, Benjamin
Physical Geography 370, Geikie — 372, King — 377, Houston
Physics 357, Stewart — 369, Arnot — Atkinson's Gannot — 370, Balfour Stewart — 372, Mayer & Wright — 383, Hotze — 390, Maxwell — Pynchon — 394, Peck
Physiognomy 398, Combe
Physiology 357, Foster (2) — Huxley — 362, Hitchcock — 369, Huxley & Youmans — 370, Foster — 372, Martin — 377, Martindale — 383, Hooker (2) — Loomis — 388, Hotze — 392, Hamilton — 395, Dana — Hamilton — Jarvis (2) — Steele — 396, Hutchison — 398 — 403, Dalton
Plant Form Ornaments 339, Carter
Platinum 405, Raynor
Plato 384 — 397
Plutarch's Lives 371 (2) — 403
Plutarch's Morals 371
Poe [Life of E. A.] 384, Gill
Poetry 398
Political Economy 357, H. Fawcett — M. G. Fawcett — 372, Walker (2) — 383, Wayland — 392, Pollok — 395, Champlin
Pope 393
Popular Education 413, Gross
Portuguese Grammar 393, Rodrigues
Portuguese Reader 395, Rodrigues
Poultry Physician [Homœopathic] 381, Schroeter
Preaching 366, Vinet
Primary Schools 397, Barnard
Primers 364, Sanders (5) — 395 — Leigh — Scofield — Parker (2) — 407, Peabody & Mann
Projection 356 — Davidson
Psalms 386
Psychology 360, Cousin — 361, Hickok — 369, Munsell — 372, Fiske — 374, Day — Bascom
Punctuation 398, Hill

Quintilian 362
Quotations 358, Ballou — 363, Northend — 371, Bartlett

Racine 361
Railroad Engineering 359 (3)
Raleigh [Biography of Sir Walter] 397
Reader [Bible] 395, Fowle
Readers [English] 360, Cathcart — 363 (7) — Randall — 365, Sanders (7) — 367, Appleton — 372, Monroe — 385, Edwards & Webb (7) — Hillard & Campbell — 395, McJilton (14) — 407, Doual
Readers [French] 395, Ledru — 402, Ahn — Schlegel
Readers [German] 363, M. — 395, Worman (3) — 407, Doual — Grauert — Hardter — 408, Reffelt — 410, 411, Ahn — 412, Schlegel
Readers [Spanish] 332, Mantilla (3)
Reading 359, Baker (3) — Campbell & Root — Monroe (4) — 382, Raub — 393, Parker & Zachos — 402, Lewis
Reading Cards 392, Brade (2)
Reading Charts 382, Monroe — 386, Edwards & Webb
Reading Charts [French] 412, Ahn
Reading Charts [German] 408, Reffelt — 410, Ahn
Record Blanks 386, Bartley (3)
Religion [Analogy of] 398, Butler
Religious Exercises 393, Brooks
Religious Instruction 409, Bohm (8) — Hardter (2) — Reffelt
Rhetoric 362, Kerl — 369, Quackenbush — 372, Blair — 383, Hill (2) — Whately — 392, Boyd — 395, Days — Parker
Rip van Winkle [in French] 401, Irving
Roman Antiquities 371
Roman-Catholic Books 378
Roman Mythology 371
Romans [Epistle to the] 393, Duttz
Rome [History of] 369, Arnold — Creighton — Sewell — 376, Collier — 378 — 384, Pennell — 394, Ricard — 396, Anderson — 398, Tuft

Sacred History 401, Brooks
Sallust 358, 377
Sanskrit 397, Burritt
Schiller 373 (2), — 374
School-Aids 335, Swett — 377
School Amusements 392, Root
School Codes 413, Barnard
School Desks 404
School-Diary 377
School-Examination 393, Stone
School Furniture 401
School Government 391, Jewell
School-House Architecture 338, Bicknell
School Music 330, Blackman & Whittemore (4) — Cincinnati Readers (2) — Curtis — Fitznugh — Johnson — Millard — Palmer — H. S. Perkins — W. O. Perkins (3) — Root — Tucker — 409, Reffelt
School Records 385, Bartley (2)
School Register 377
School-Report 377
School Rewards 395
Schools 395, Dickens — Holbrook — Jewell — Wells
Schools in England 403, Pascoe
Schools [Military and Naval] 413, Barnard
Schools [Primary] 413, Barnard
Science 374 (2) — 376, Macgill — 333, Moore — 394, Norton & Porter
Science [Familiar] 393, Chambers (2) — Norton & Porter
Scientific Instruction 413, Barnard
Scotland [History of] 373, Macarthur — 376 (3) — Mackenzie
Scott Reader 373, Dalgleish
Script Charts [German] 403, Reffelt
Scripture Illustrations 400, Eadie
Scripture Reading Books 400
Selections from the best authors 338, Northend
Self-Culture 398, Combe
Sepia Painting 339, Hitchings
Shading 356, Ryan
Shakespeare 338 — 399 — 400
Shaksperian Reader 339, Howe — 376, Dalgleish
Shelving [Portable] 405, The American News Co.
Silicate Book States, etc. 405, N. Y. Silicate Book Slate Co.
Singing 393
States [Silicate Book] 405, N. Y. Silicate Book Slate Co.
Slating [Silicate Liquid] 405, N. Y. Silicate Book Slate Co.
Social Science 382, Thompson
Song Books 393, Brooks — 394 — Bartley — Cruikshank — Curtis (2) — Hager — Kingsley — Parvin — Perkins — Phillips — 409, Reffelt (2)
Sophocles 384 — 397 (2)
Sounds [Chart of Elementary] 393
South America [Outline Map of] 37
Spanish 370, Prendergast
Spanish Readers 362, Mantilla (3) — 395
Spellers 364, Sanders (4) — 365, Shearer — 378, Spalding — 376, Warren — 395, Barber — Northend — Parker & Watson (2) — Pooler — Price — Smith (4)
Spelling 359, Tweed — 333, Sanders & Mess — 338, Swinton (3) — 378 (2) — 383, Patterson (3) — 385, Worcester — 387, Raub (2) — 393, Pooler — Smith (4) — 395, Watson (3)
Spencer 400
Square and Cube Root 399, Hill
Statics 390, Eddy — Merrill — Shreve — Stoney — 391, Du Bois — Wood — 402, Kirkland
Steam 357, Perry
Steam Engine 376, Northcott — 391, Weisbach
Steel Pens 395 — 405, Gillott's
Stereotomy 391, Warren
Stone Cutting 391, Warren
Stonework 356, Davidson
Strains 390, Stoney
Studies [Order of] 374, Hill
Stump Drawing 339, Carter

- Supplies [Latin]* 377, Currier
Sunday School Books 409, Bohm (8) — Hardter (2) — Reifelt (3)
Superior Instruction 413, Barnard
Surveying 384, Robinson — 388, Gillespie (2) — 382 Gummere — 390 (2) — 395, Davies
Synonyms [Latin] 388, Doederlein
- Tablets [Alphabetical]* 395
Tablets [Phonetic] 395, Watson
Tablets [School] 395
Tacitus 377, 384
Tactics 395
Teachers [American] 397, Barnard
Teachers [French] 397, Barnard
Teachers [German] 397, Barnard
Teachers' Aids 394, Phelps — 395 — Barnard — Benet — Brooks — Carter — Cole — Holbrook — Northend (2) — Phelps — Stone — Tracy (3)
Teaching 398, Alden — Combe — 413, Calkins — Harrison — Kiddle
Telemaque 361
Telephone 369, Dolbear
Tellurians 405, Schedler — 410, Schedler (3) — 410, Troll
Terrence 377
Terrestrial Globes 405, Schedler
Texas [History of] 394, Baker
Theology 359, Perry — 360, Alden — 366, Vinet — 397, Ellicott — 398, Townsend
Theology [Natural] 374, Chadbourne
Theology [Roman Catholic] 378
Thomson 392
Thorough Bass 390, Palmer
Trigonometry 364, Robinson (3) — 378, Baker — 382, Lewis — 383, Olney — 387, Brooks — 395, Davies — Hackley — 399, Wheeler
- United States [History of the]* 369, Dodge — Higginson — 368, Swinton (2) — 367, Willson — 369, Quackenbos (2) — 371, Bancroft — 373, Doyle — 375, Scott — 377, Martindale — 378 (2) — 383, Lossing (3) — 384, Blackburn (2) — 385, Elliot — 386, Campbell — Goodrich — 387, Roberts — 394, Barnes — Monteith — Willard (3) — 395 — 398, Anderson (4) — 401, Lavenport
United States [Outline Map of] 387
Universal History 363, Mantilla — Farley — 366, Swinton — 367, Willson (2) — 376, Collier (2) — 394, Gilman (2) — Willard — 396, Anderson
Universal History [in German] 410, Grauert
Universities in Germany 374, Hart — 413, Barnard
Universities in Great Britain 374, Bristed — 403, Pascoe — 413, Barnard
- Veterinary Homoeopathy* 381, Rush
Veterinary Practice [Homoeopathic] 381
Virgil 358 — 377 (2) — 394 — 395 — 401
Volumetric Analysis 391, Hart
- Washington [Biography of Geo.]* 374, Irving
Water Colors [Painting] 355, Penley — 389, Ryan
Western Hemisphere [Outline Map of] 387
West India Islands [Outline Map of] 387
Wilhelm Tell 373
World [History of the] 369, Quackenbos
Writing English 400, Abbott
- Xenophon* 370
- Year-Book of Education* 413, Kiddle & Schem
Young 392
- Zoology* 370, Morse — Nicholson — 372, McAllister — Packard — 383, Agassiz & Gould — 396, Chambers — Steele

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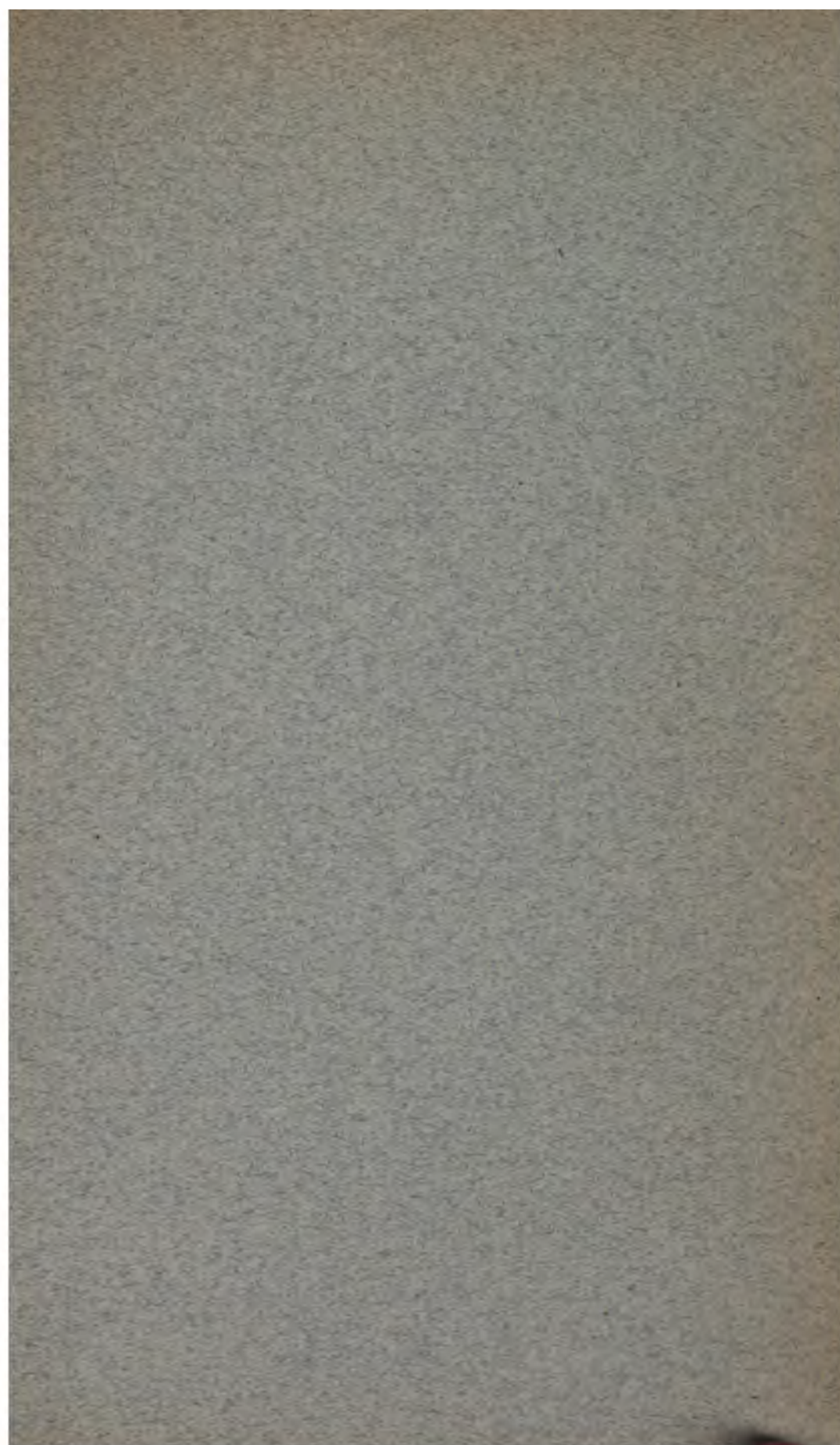
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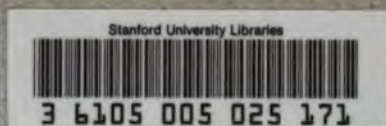


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